

From: [Jeffrey Delapena](#)
To: [Heidi Pozzo](#)
Cc: [Oliver Orjiako](#); [Jose Alvarez](#)
Subject: RE: Ridgefield and Battle Ground CFP deficiencies, 2025 Comp Plan
Date: Tuesday, June 30, 2026 7:41:00 AM
Attachments: [School_CFP_Comment_final.pdf](#)

Good day, Heidi,

Thank you for providing feedback related to Thursday's Planning Commission Work Session regarding the School Element Capital Facilities Plan update.

Your comments will be brought to the attention of the Planning Commission and added to the Index of Record.

Best,

Jeff Delapena
Program Assistant
COMMUNITY PLANNING

564.397.4558

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From: Heidi Pozzo <hcpheidi@yahoo.com>
Sent: Saturday, June 27, 2026 3:36 PM
To: Jeffrey Delapena <Jeffrey.Delapena@clark.wa.gov>
Cc: Oliver Orjiako <Oliver.Orjiako@clark.wa.gov>; Jose Alvarez <Jose.Alvarez@clark.wa.gov>
Subject: Ridgefield and Battle Ground CFP deficiencies, 2025 Comp Plan

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Attachment available until Jul 27, 2026

Dear Jeff,

Please find attached my comments on the School CFP discussion on Thursday with the

Planning Commission, specifically focused on Ridgefield and Battle Ground, but the issues would apply to a broader group.

Thank you,

Heidi

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School_CFP_Comment final.pdf

34.4 MB

Heidi Pozzo
13023 NE Highway 99, Ste. 7-298
Vancouver, WA 98686

June 27, 2026

Clark County Planning Commission
c/o Jeffrey Delapena
PO Box 9810
Vancouver, WA 98666-9810

Re: Written comment for the record — 2025 Comprehensive Plan Update, School Element (Chapter 10) and the Ridgefield and Battle Ground school district capital facilities plans carried forward by reference under Policy 10.5.2 (July 2, 2026 Planning Commission work session): the County is directing dense growth into these districts while their school facilities cannot fund or build the capacity to serve it.

Dear Chair and Members of the Planning Commission:

I submit these written comments for the record on the School Element of the 2025 Comprehensive Plan Update and on the Ridgefield and Battle Ground school district capital facilities plans the County is carrying forward through it. My central concern is straightforward. The County is directing substantial residential growth into the Ridgefield and Battle Ground school districts — including onto lands along the NE 179th Street corridor, where the County lifted the urban holding in 2019 and opened the area to dense development despite supporting infrastructure, school capacity among it, that was inadequate then and remains inadequate now — while those districts' capital facilities cannot fund or build the capacity to serve that growth and depend on bond and levy revenue their voters have repeatedly refused. The County is doing this even as its own materials show enrollment flat or falling, and staff being cut, in its largest districts. Through this Comprehensive Plan update the County carries forward the land use designations and growth allocations that concentrate that growth, and adopts these districts' capital facilities plans by reference under School Element Policy 10.5.2, collecting school impact fees on them under CCC 40.620.030 — so the adequacy of those plans is squarely part of this update. I ask that these comments be entered into the record so the issues are preserved for review. Citations are to the draft School Element, the Ridgefield and Battle Ground Capital Facilities Plans (2022–2028), the County's July 2, 2026 work session materials, the adopted County Code, the GMA, and its implementing rules.

1. The County is concentrating growth in two districts whose school capacity cannot keep up — even as enrollment is flat or falling, and staff are being cut, in its largest districts.

The County has steered a disproportionate share of countywide growth into northern Clark County — including the lands along the NE 179th Street corridor, where it lifted the urban holding in 2019 to allow dense residential development on an area whose infrastructure was inadequate, together with the continued growth of the cities — into the areas served by Ridgefield and Battle Ground. Both districts face growth their permanent capacity cannot keep up with: Battle Ground’s own plan identifies a need for permanent capacity for roughly 1,200 students beyond its brick-and-mortar classrooms, and Ridgefield — which its own plan calls the fastest-growing district in the county — is building and planning new schools to keep pace. Battle Ground’s capital facilities plan attributes its most significant capacity challenge to growth in Clark County and the resulting increase in students. The growth is a function of the County’s land use choices; the capacity to serve it is not keeping pace.

At the same time, the County’s own July 2, 2026 materials show the opposite trend elsewhere in the county. Evergreen Public Schools — the county’s largest district, with roughly 22,000 students — has a proposed school impact fee of \$0 this cycle, down from \$6,432, because it has no growth-driven capacity need; Evergreen and Vancouver, the two largest districts, have been reducing budgets and staff amid flat or declining enrollment. Directing dense new growth into districts that cannot house or fund it, while permanent capacity sits unused or contracts in districts that can, is a planning choice the GMA requires the County to confront rather than defer. Schools are a public facility whose adequacy the capital facilities element must demonstrate (RCW 36.70A.070(3)), and the Land Use map “must not specify a development pattern that cannot be adequately served.”

2. Because the County adopts these plans by reference and collects impact fees on them, their adequacy is the County’s responsibility to confirm in this update.

A school district seeking impact fees must “submit to the county, and update at least every four (4) years,” a capital facilities plan that inventories existing facilities, forecasts need, and includes “at least a six (6) year financing plan ... for financing needed school facilities within projected funding levels” (CCC 40.620.030(A); see RCW 36.70A.070(3); WAC 365-196-415(1)). Before the fees are adopted, the Planning Commission must review each plan, including “whether the anticipated level of state and voter-approved funding appears reasonable and historically reliable” (CCC 40.620.030(B)(1)(b)). The County’s July 2, 2026 materials show it updating five districts’ plans this cycle (Evergreen, Hockinson, La Center, Washougal, and Woodland) while carrying the Ridgefield and Battle Ground plans forward unchanged — “adopted through Ord. No. 2023-08-02,” “not 2026 dockets,” and “for reference only” — even though Policy 10.5.2 adopts all ten districts’ plans by reference through this update and the County continues to collect the fees they generate (the Ridgefield single-family fee of \$16,880 and the Battle Ground single-family fee of \$10,760 shown in those materials are the figures derived in the 2022 plans). The County cannot at once carry these plans forward by reference, collect fees on them, and treat their adequacy as

beyond the reach of this update. If the County means not to re-open them, it should say so on the record and reconcile that with Policy 10.5.2 and its continued fee collection; if they are adopted by reference through this update, their adequacy is reviewable now.

3. The Ridgefield and Battle Ground plans the County is carrying forward are out of date and no longer describe how these districts will house students.

Both plans are now four years old — Ridgefield’s was amended June 14, 2022, and Battle Ground’s was adopted May 23, 2022 — and have not been updated within the four-year interval CCC 40.620.030(A) requires. The Ridgefield plan is out of date in three concrete ways. It predates the District’s repeated construction-bond failures and its February 2025 Capital Facilities and Technology levy, yet its finance section still shows the entire program funded by a general obligation bond and makes no mention of the levy now paying for the third elementary school under construction. And it calculates capacity on a grade configuration the District has abandoned: the plan inventories and rates capacity by K–4 elementary, 5–6 intermediate, 7–8 middle, and 9–12 high school bands, but on September 9, 2025 the Board voted unanimously to move to a K–5 elementary and 6–8 middle school model beginning in 2026–27. Because the plan’s own standard of service makes capacity a function of grade configuration, that change alone leaves the plan’s capacity and need figures no longer descriptive of how the District will house students.

The Battle Ground plan is out of date in a way that understates the very growth at issue here. Its enrollment forecast was built on pre-pandemic trends and projected total enrollment to hold essentially flat near 11,600 students through 2028, even declining slightly mid-decade. Actual enrollment has instead recovered and grown past 13,000 by the District’s own current count. And the District’s own demographer, FLO Analytics, in a March 2023 study that expressly accounts for housing development, forecasts a likely enrollment of about 14,467 students by 2032–33 (within a range of 13,313 to 15,784), and roughly 12,600 as early as 2025–26. Two of the District’s own documents diverging by that margin is the clearest evidence that the plan the County is carrying forward no longer describes the District it serves. Because the plan’s capacity-need analysis and the impact fees calculated from it both rest on that understated forecast, the plan understates the capacity new growth requires and sets too low a share for new development to pay toward it. Both plans should be brought current before they are carried forward and used to calculate impact fees.

4. Neither plan identifies the locations or the construction costs of the new facilities it proposes — both use generic cost factors — so neither can support the six-year financing plan or the impact fees the County collects.

The capital facilities element must state “the proposed locations and capacities of expanded or new capital facilities” (RCW 36.70A.070(3)(c); WAC 365-196-415(1)(c)); the six-year financing plan must finance those facilities “within projected funding capacities” and provide a component for “financing needed school facilities” — the specific facilities, not a single undifferentiated total (WAC 365-196-415(1)(d); CCC 40.620.030(A)(4)); and the impact fees the County imposes must

rest on a formula supported by “demonstrable evidence” tying the fee to the cost of the specific facilities growth requires (CCC 40.620.030(A)(5); CCC 40.620.040; RCW 82.02.060). The Ridgefield plan does not do this for the new facilities it proposes. Its planned improvements reduce to two lines — “new schools to serve K-8” at \$195 million and “high school improvements” at \$47 million — with no identified school, location, or site-specific construction estimate. The plan states that these cost figures are “based on data the District’s architect has compiled given his experience,” and it expressly defers the “type of schools and grade configuration” to future community engagement. The per-student figures that drive the \$16,880 single-family impact fee are then derived by dividing those lump, un-located estimates by an assumed added capacity.

A plan that has not identified what it will build, where, or at what actual cost cannot demonstrate that the facilities can be financed within projected funding capacities, and cannot substantiate the impact fees charged to new development. This is not the existing-facilities inventory, which the plan provides; it is the proposed new facilities, for which the plan gives capacities and a factor-based price but neither locations nor construction costs. The capacity the District now contemplates — a fourth elementary and, adjacent to it, a middle school in the NE 179th Street area, together with the high school improvements the plan lists — is laid out nowhere in the plan: there is no design, no identified location, and no construction cost for any of it, so neither the plan to build it nor the plan to finance it can be evaluated.

Battle Ground’s plan shares the defect. It lists broad categories — a new primary school, a middle-school expansion — as placeholders, without parcel identification or site-specific construction costs, and arrives at its figures the same way, by multiplying projected new students by a cost factor. In both districts the capital facilities plan has become a fee-setting formula rather than the plan the GMA contemplates, which identifies the facility, where it will be built, and what it will cost.

5. The two districts’ impact fees rest on student generation rates that cannot both be right, which calls the evidentiary basis of both into question.

The student generation rate — the number of students a new dwelling is assumed to produce — is the central variable in the impact-fee formula. Ridgefield uses a rate of approximately 0.60 students per single-family home, yielding its \$16,880 fee; Battle Ground, immediately adjacent and drawing on the same regional housing stock, uses a rate of approximately 0.32, yielding its \$10,760 fee — nearly half. Two neighboring districts cannot both be right about how many students the same kind of house produces. County code requires the fee to be calculated from a formula supported by “demonstrable evidence” (CCC 40.620.030(A)(5)), and the standard of service on which capacity and need are based must be applied consistently (RCW 36.70A.070(3)(a)). A near two-to-one divergence between adjacent districts indicates that at least one rate is not evidence-based, and it undermines the reliability of the fees and the underlying need analyses in both plans.

6. The capacity these plans promise is not funded; both districts depend on bond and levy revenue their voters have repeatedly rejected.

A capital facilities plan must demonstrate that needed facilities can be financed “within projected funding capacities,” identifying the public sources of money (RCW 36.70A.070(3); WAC 365-196-415(1)(d); CCC 40.620.030(A)), and must include “a requirement to reassess the land use element if probable funding falls short of meeting existing needs” (WAC 365-196-415(1)(e)). The Commission must find the anticipated voter-approved funding “reasonable and historically reliable” (CCC 40.620.030(B)(1)(b)). The Growth Management Hearings Board has held, in a decision involving Clark County, that a capital facilities plan resting on unapproved bond measures does not meet the GMA’s requirement that facilities be reasonably funded (*Achen v. Clark County*). On this record, neither district’s funding meets that test.

Ridgefield. The February 2025 capital levy, with impact fees and state match, is funding the third elementary school now under construction — but that is the exception. The District has assembled sites for a fourth elementary and an additional middle school but neither is funded or under construction, and reporting on those acquisitions has noted that construction awaits a successful general obligation bond. Those bonds have not come: by the District’s own data, only four of seventeen bond measures have passed in thirty-five years, and the roughly \$190 million measure on the April 2024 ballot failed.

Battle Ground. Battle Ground’s plan is blunter still. Its \$196.4 million program is only \$24 million secured against \$172.4 million unsecured, and the plan states that financing “is dependent on ... the voters approving a bond” and that “The District must pass a bond since it is the primary source of funding for the capital improvements listed in this plan.” Yet the plan itself records three consecutive failed bond attempts (November 2016, February 2018, and April 2018), the District has no current capital projects levy, and its replacement educational programs and operations levy has since failed three more times — February 2025, April 2025, and February 2026, the last drawing only 48.47 percent — forcing roughly \$14 million in budget reductions and the elimination of about 116 staff positions. The District is, by the Superintendent’s account, the only Southwest Washington district operating without a local programs-and-operations levy; it is running on roughly \$14.9 million in one-time reserves that will not recur, and faces a further \$20 million in cuts if no levy passes. A capital program that depends entirely on a bond the voters keep refusing, with no alternative funding identified, does not demonstrate financing “within projected funding capacities,” is not “historically reliable” under CCC 40.620.030(B)(1)(b), and squarely triggers the reassessment requirement of WAC 365-196-415(1)(e).

7. The growth is being directed onto infrastructure — roads and schools — that cannot serve it; the plan’s elements are not internally consistent.

The mismatch is concrete in the NE 179th Street corridor. Ridgefield’s one funded, under-construction school — its third elementary — sits in the northern part of the district, east of I-5. Its next increments of capacity, a fourth elementary and an additional middle school, are planned

for sites just north of NE 179th Street, in the heart of the corridor where the County is concentrating density — development around the corridor could ultimately produce as many as 5,650 homes, much of it within Ridgefield’s boundaries — and neither school is funded or built; the District withdrew its Clark County land use application for an earlier middle-school site east of the I-5 / 179th interchange in October 2024 and has since relocated the planned campus. As my June 18, 2026 comment on the Land Use Element documents, the NE 179th Street corridor already fails the County’s adopted volume-to-capacity standard even when modeled in its improved condition. Concentrating both the housing and the unfunded schools meant to serve it on that corridor would add peak-hour school traffic — buses and parent trips — to a corridor that cannot meet the adopted standard. The School Element calls for coordinating school facility plans with transportation facility plans so that roads and routes are planned to serve future schools (Policy 10.3.2), and the County’s own draft Transportation Capital Facilities Plan, presented July 2, 2026, lists among its VMT-reduction criteria collaborating with school districts on student transportation and planning connected communities where daily needs can be met by a short walk, ride, or transit trip — objectives that siting unfunded schools on a failing automobile arterial does not advance. Directing growth, and the schools needed to serve it, onto infrastructure that already fails the adopted standard — while the capacity is out of date, unfunded, or both — places the Land Use, Capital Facilities, Transportation, and School Elements in tension and is not consistent with the internal-consistency requirement of RCW 36.70A.070 or the capital facilities requirements of RCW 36.70A.070(3). The Growth Management Hearings Board has applied that principle to these circumstances, requiring the County, when probable funding falls short, to reassess the land use element so that the land use, capital facilities, and financing elements are coordinated, and recognizing — as to the 179th Street area in particular — that limiting development where the supporting infrastructure is inadequate is consistent with the GMA (*Achen v. Clark County*).

Requested action

I respectfully ask the Planning Commission to recommend that the Council:

- Before adopting the growth allocations and land use designations that continue to direct population into the Ridgefield and Battle Ground service areas — including the urban-density designations carried forward on lands where the urban holding was lifted in 2019 — demonstrate on the record that adequate and funded school capacity can be provided to serve that growth, and account for the available capacity in districts with flat or declining enrollment, consistent with the requirement that the Land Use map not specify a development pattern that cannot be adequately served and with the internal-consistency requirement of RCW 36.70A.070;
- Clarify on the record whether the Ridgefield and Battle Ground capital facilities plans are being adopted by reference through this update under School Element Policy 10.5.2 or treated as already-adopted and carried forward “for reference only,” and reconcile that

treatment with the County's continued collection of impact fees calculated from those plans;

- Decline to carry forward by reference any school district capital facilities plan that has not been updated within the four-year interval required by CCC 40.620.030(A), and direct the Ridgefield School District to submit an updated plan — reflecting its K–5 / 6–8 grade reconfiguration adopted September 9, 2025, its February 2025 capital levy and the elementary school now under construction, its current enrollment forecast, the identified locations and construction costs of its planned new facilities (rather than generic cost factors), and the funding status of its remaining projects; require that both the Ridgefield and Battle Ground plans identify the locations and site-specific costs of their new facilities and support their student generation rates with demonstrable evidence (CCC 40.620.030(A)(5)); and ensure that neither plan is used to calculate impact fees until it does; and
- Make the financial-feasibility findings required by WAC 365-196-415(1)(d) and CCC 40.620.030(B)(1)(b) on the record for the unfunded components of the Ridgefield plan and for the Battle Ground plan, accounting for those districts' documented history of failed bond and levy measures, and apply the land-use-reassessment requirement of WAC 365-196-415(1)(e) where probable funding falls short of existing needs.

These comments are submitted to ensure these issues are part of the record for the 2025 Comprehensive Plan Update. Thank you for your consideration.

Respectfully submitted,

Heidi Pozzo
13023 NE Highway 99, Ste. 7-298
Vancouver, WA 98686

**BATTLE GROUND SCHOOL DISTRICT
CAPITAL FACILITIES PLAN**

2022-2028

BOARD OF DIRECTORS

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**Presented to the Battle Ground School Board
May 9, 2022**

**Adopted by the Battle Ground School Board
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 surplus 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
Total		455,779	4,075	167	3,907

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.

Table 3 – High School Inventory (Grades 9-12)					
High School	Location	Building Area (Square Feet)	October 2021 Student Headcount	Teaching Stations - Note 1	Permanent Student Capacity - Note
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
Total		491,417	3,909	155	4,001

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

School	Portable Classrooms	School	Portable Classrooms
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

Facility	Building Area	Site Location
Administrative Offices – (CASEE A&C)	28,737	11104 NE 149 th 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 199th Street in Vancouver.
- A 20-acre site intended for future schools located on NE 152nd Ave in Vancouver.
- A 4.24 acre site including a 2,232 sq. ft. house at 9916 NE 134th St., Vancouver. This property is adjacent to the Glenwood/Laurin school sites.
- A 2.88 acre site at 602 NW 5th 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.

Grade	2021	2022	2023	2024	2025	2026	2027	2028
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
Total Primary School	4,064	4,174	4,271	4,408	4,509	4,594	4,594	4,594
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
Total Middle School	3,746	3,569	3,567	3,471	3,433	3,465	3,568	3,713
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
Total High School	3,909	3,968	3,810	3,723	3,674	3,497	3,493	3,402
Total	11,719	11,710	11,649	11,602	11,615	11,556	11,656	11,709

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

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

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 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 Two K-4 Schools	900	\$57,469,500	\$43,868,385				
Construct Two 5-8 Schools	900	\$61,765,200	\$36,441,468		\$ -	\$ -	\$ 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		\$ 115,384,617	\$ 14,501,683	\$ 42,465,750
Futures Program (18-21 year olds)	15	\$500,000					
TOTAL		\$196,352,050	\$97,309,853		\$115,384,617	\$ 14,501,683	\$ 66,465,750

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 requested 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. State funding will be available for the new K-4 and 5-8 schools for future enrollment that also serve as the basis for impact fees. The state formula for current unhoused students does not provide funding assistance but is available for facilities needed for growth.

SECTION 6 CAPITAL FACILITIES FINANCING PLAN

As shown in table 8, the District needs to construct two K-4 facilities and two 5-8 facilities to serve growth, modernize or replace existing K-8 facilities and make other capital improvements for a total estimated cost of \$196,352,050. The improvements will be paid for with \$24,000,000 in secured funding, plus \$172,352,050 in unsecured funds. Financing the improvements is dependent on the state providing funding assistance and the voters approving a bond.

Specifically, 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	\$ 10,760
Multi-Family	\$ 3,845

Battle Ground Public Schools 2022-2028 Capital Facility Plan

Single-Family			
Elementary	Middle School	High School	Formula
\$43,868,385	\$36,441,468	0	Facility Cost
687	531	0	Additional Capacity
\$63,855.00	\$68,628.00	0	Cost per Student (CS)
0.139	0.128	0.134	Student Factor (SF)
\$8,875.85	\$8,784.38	\$0.00	CS x SF
\$246.83	\$246.83	\$246.83	Boeck Index
90	117	130	OSPI Sq Ft
60.27%	60.27%	60.27%	State Match Eligibility %
\$1,861.04	\$2,227.90	\$0.00	State Match Credit (SM)
\$7,014.80	\$6,556.49	\$0.00	CS x SF – SM
		\$13,571.29	Cost per Single Family Residence
		\$0.00	Cost per Single Family Residence - Tax Credit
		(\$2,035.69)	15% reduction (A)
		\$11,535.60	Calculated Single Family Fee Amount
		\$10,760.00	Requested Fee Amount
Multi-Family			
Elementary	Middle School	High School	Formula
\$43,868,385	\$36,441,468	0	Facility Cost
687	531	0	Additional Capacity
\$63,855.00	\$68,628.00	0	Cost per Student (CS)
0.068	0.047	0.053	Student Factor (SF)
\$4,342.14	\$3,225.52	\$0.00	CS x SF
\$246.83	\$246.83	\$246.83	Boeck Index
90	117	130	OSPI Sq Ft
60.27%	60.27%	60.27%	State Match Eligibility %
\$910.44	\$818.06	\$0.00	State Match Credit (SM)
\$3,431.70	\$2,407.46	\$0.00	CS x SF – SM
		\$5,839.16	Cost per Single Family Residence
		\$0.00	Cost per Single Family Residence - Tax Credit
		(\$875.87)	15% reduction (A)
		\$4,963.29	Calculated Single Family Fee Amount
		\$3,845.00	Requested Fee Amount

Education



Student Enrollment Forecasts

BATTLE GROUND SCHOOL DISTRICT 2023-24 TO 2032-33

MARCH 7, 2023



About FLO

How We Help School Districts

- Student Enrollment Forecasting
- Attendance Area Boundary Reviews
- Demographic and Socioeconomic Analyses
- Long-range Facility Plans
- Enrollment Modeling (e.g., grade group reconfiguration)
- Transportation and Walkability Studies

Demographic and Mapping Specialists

- Team of applied demographers and population geographers using industry-standard methods
- Experience with national, state, and local data sources
- Expertise in geospatial data analysis and visualization
- Great communicators and presenters to school district professionals and non-technical audiences



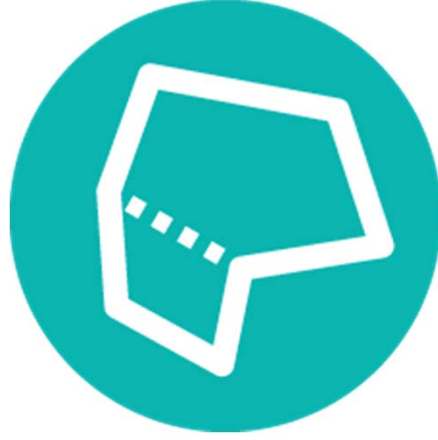
Overarching Process



Types of Forecasts

Enrollment Forecasts

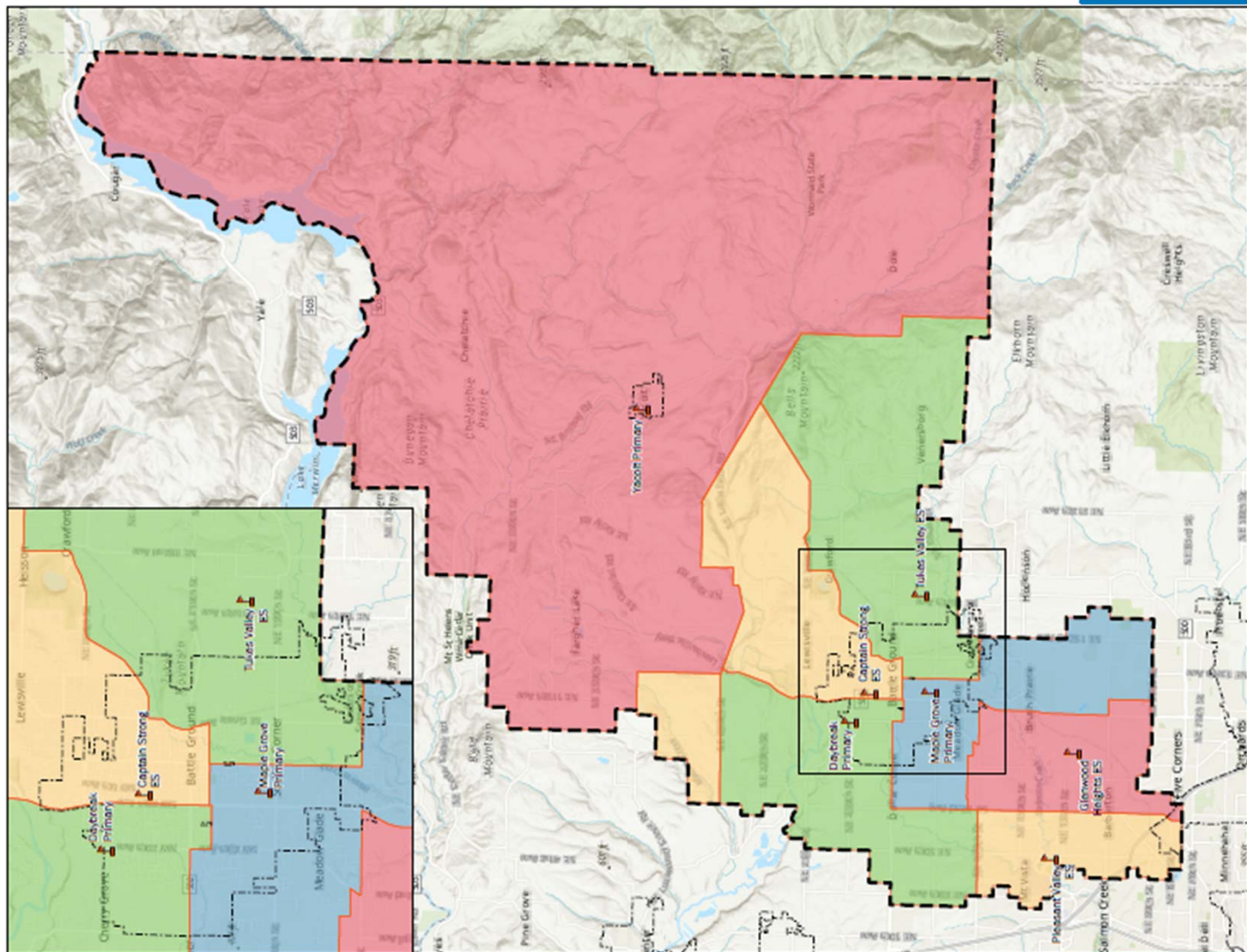
- Number of students enrolled at a school
- “Actual” enrollment or the number of “students in desks”
- Accounts for out-of-district students, intra-district transfers, special programs, etc.



Resident Forecasts

- Number of students that live within a certain region, whether it be the District as a whole, or individual attendance areas
- Not subject to the variability of student choices (e.g., intra-district transfers) or special program placement

Student Enrollment Assessment



Historical Enrollment

Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2017-18 to 2022-23
K	884	834	866	710	806	894	10
1	918	904	875	749	815	871	-47
2	985	918	903	763	781	855	-130
3	877	996	950	847	829	852	-25
4	1,072	902	1,006	862	833	899	-173
5	1,012	1,050	921	928	887	849	-163
6	1,004	1,020	1,108	873	933	936	-68
7	1,032	1,023	1,017	1,032	884	987	-45
8	1,026	1,031	1,030	983	1,042	944	-82
9	1,097	1,051	1,077	1,046	1,003	1,162	65
10	1,145	1,086	1,057	1,051	1,047	1,048	-97
11	1,004	1,008	982	940	940	979	-25
12	1,097	1,043	1,050	1,056	919	959	-138
District-wide Total	13,153	12,866	12,842	11,840	11,719	12,235	-918

Historical Enrollment

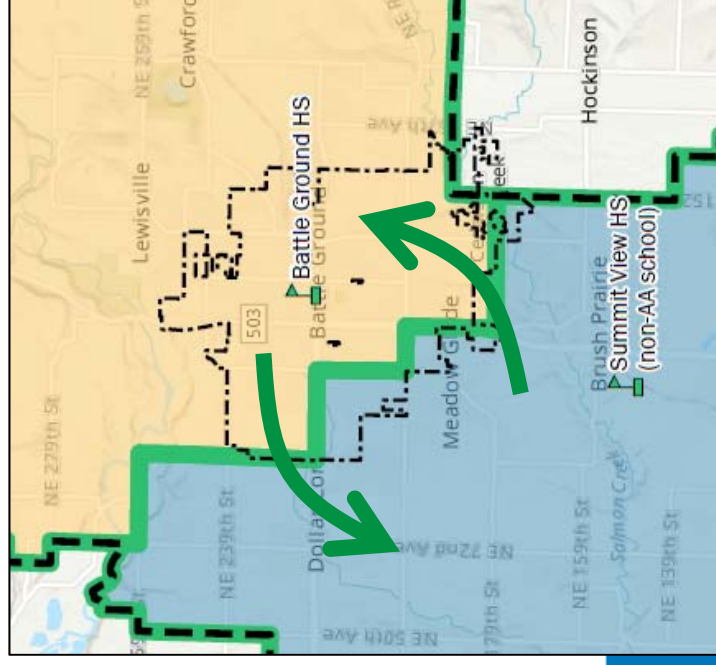
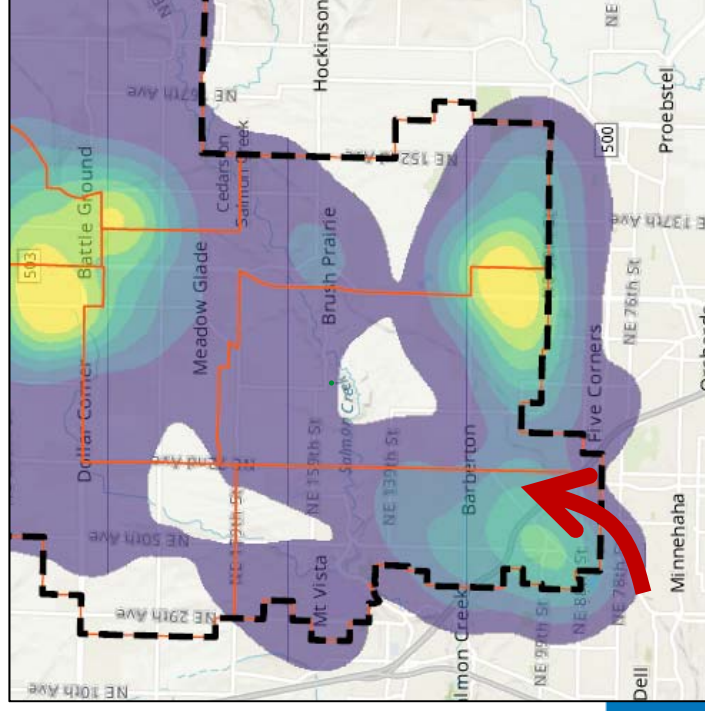
School Name	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2017-18 to 2022-23
Captain Strong ES	725	660	643	509	557	575	-150
Daybreak Primary	509	541	563	463	474	525	16
Glenwood Heights ES*	801	809	558	474	527	578	20
Maple Grove ES**	0	0	581	447	445	497	-84
Maple Grove K-8	282	268	0	0	0	0	-14
Pleasant Valley ES	591	544	523	456	491	553	-38
Tukes Valley ES	598	554	551	429	463	511	-87
Yacolt Primary	772	735	751	573	695	730	-42
K-4 Total	4,278	4,111	4,170	3,351	3,652	3,969	-309
Amboy MS	580	592	562	460	557	549	-31
Chief Umtuch MS	599	607	638	562	569	553	-46
Daybreak MS	454	462	559	463	438	425	-29
Laurin MS	684	689	719	657	687	750	66
Maple Grove MS	0	0	6	9	11	9	9
Maple Grove K-8	197	209	0	0	0	0	-197
Pleasant Valley MS	548	543	497	445	429	397	-151
Tukes Valley MS	471	475	552	522	499	455	-16
5-8 Total	3,533	3,577	3,533	3,118	3,190	3,138	-395

Historical Enrollment

Battle Ground HS	1,997	1,876	1,771	1,557	1,694	1,779	-218
Prairie HS	1,491	1,461	1,505	1,469	1,469	1,559	68
9-12 Total	3,488	3,337	3,276	3,026	3,163	3,338	-150
CAM Academy	459	475	491	475	446	469	10
DB Youth Services	37	19	16	15	12	13	-24
River HomeLink	1,008	959	978	1,460	1,035	1,042	34
Summit View HS	350	388	378	395	221	266	-84
Summit View MS	0	0	0	0	0	0	0
Non-AA Total	1,854	1,841	1,863	2,345	1,714	1,790	-64
District-wide Total	13,153	12,866	12,842	11,840	11,719	12,235	-918

Enrollment Patterns

Grade Group	Enrollment In-District	Enrollment from Out-of-District	Enrollment Total	Transfers Intra-district	Transfers Total	Transfer Rate Intra-district	Transfer Rate from Out-of-District	Transfer Rate Total
K-4	4,208	160	4,368	627	787	14.9%	3.7%	18.0%
5-8	3,555	173	3,728	724	897	20.4%	4.6%	24.1%
9-12	3,841	336	4,177	836	1,172	21.8%	8.0%	28.1%
District-wide	11,604	669	12,273	2,187	2,856	18.8%	5.5%	23.3%



Enrollment Patterns

School of Attendance Attendance Area	Residence Count	Captain Strong ES	Daybreak ES	Glenwood Heights ES	Maple Grove ES	Pleasant Valley ES	Tukes Valley ES	Yacolt ES	CAM ES	River Homelink ES	Capture Rate	Transfer Out Student Total	Transfer Out Rate
Captain Strong ES	559	471	23	1	3	2	24	5	7	23	84.3%	88	15.7%
Daybreak ES	515	20	437	1	6	4	8	0	13	26	84.9%	78	15.1%
Glenwood Heights ES	563	11	1	502	4	5	2	0	14	24	89.2%	61	10.8%
Maple Grove ES	640	16	21	51	479	5	19	2	12	35	74.8%	161	25.2%
Pleasant Valley ES	566	12	5	10	2	526	0	0	2	9	92.9%	40	7.1%
Tukes Valley ES	526	8	8	2	5	0	448	0	12	43	85.2%	78	14.8%
Yacolt ES	839	29	20	2	4	1	6	718	7	52	85.6%	121	14.4%
K-4 Subtotals	4,208	567	515	569	503	543	507	725	67	212	85.1%	627	14.9%
Out of District	160	10	6	12	3	8	4	2	20	95	--	160	--
K-4 Totals	4,368	577	521	581	506	551	511	727	87	307	--	787	--
Transfer In Student Total	787	106	84	79	27	25	63	9	87	307	--	--	--
Transfer In Rate	18.0%	18.4%	16.1%	13.6%	5.3%	5%	12.3%	1.2%	100%	100%	--	--	--

Enrollment Patterns

School of Attendance Attendance Area	Residence Count	Amboy MS	Chief Umtuch MS	Daybreak MS	Laurin MS	Pleasant Valley MS	Tukes Valley MS	CAM MS	DB Youth Services MS	Maple Grove ES	River Homelink MS	Capture Rate	Transfer Out Student Total	Transfer Out Rate
Amboy MS	665	547	31	11	1	1	8	20	0	1	45	82.3%	118	17.7%
Chief Umtuch MS	531	1	408	8	3	1	20	38	0	3	49	76.8%	123	23.2%
Daybreak MS	556	0	38	390	4	8	16	42	0	2	56	70.1%	166	29.9%
Laurin MS	846	0	23	5	721	14	4	33	2	1	43	85.2%	125	14.8%
Pleasant Valley MS	427	0	15	4	7	356	1	20	0	1	23	83.4%	71	16.6%
Tukes Valley MS	530	0	29	9	1	0	409	35	0	0	47	77.2%	121	22.8%
5-8 Subtotals	3,555	548	544	427	737	380	458	188	2	8	263	79.6%	724	20.4%
Out of District	173	1	10	3	16	10	5	45	0	0	83	--	173	--
5-8 Totals	3,728	549	554	430	753	390	463	233	2	8	346	--	897	--
Transfer In Student Total	897	2	146	40	32	34	54	233	2	8	346	--	--	--
Transfer In Rate	24.1%	0.4%	26.4%	9.3%	4.2%	8.7%	11.7%	100%	100%	100%	100%	--	--	--

Enrollment Patterns

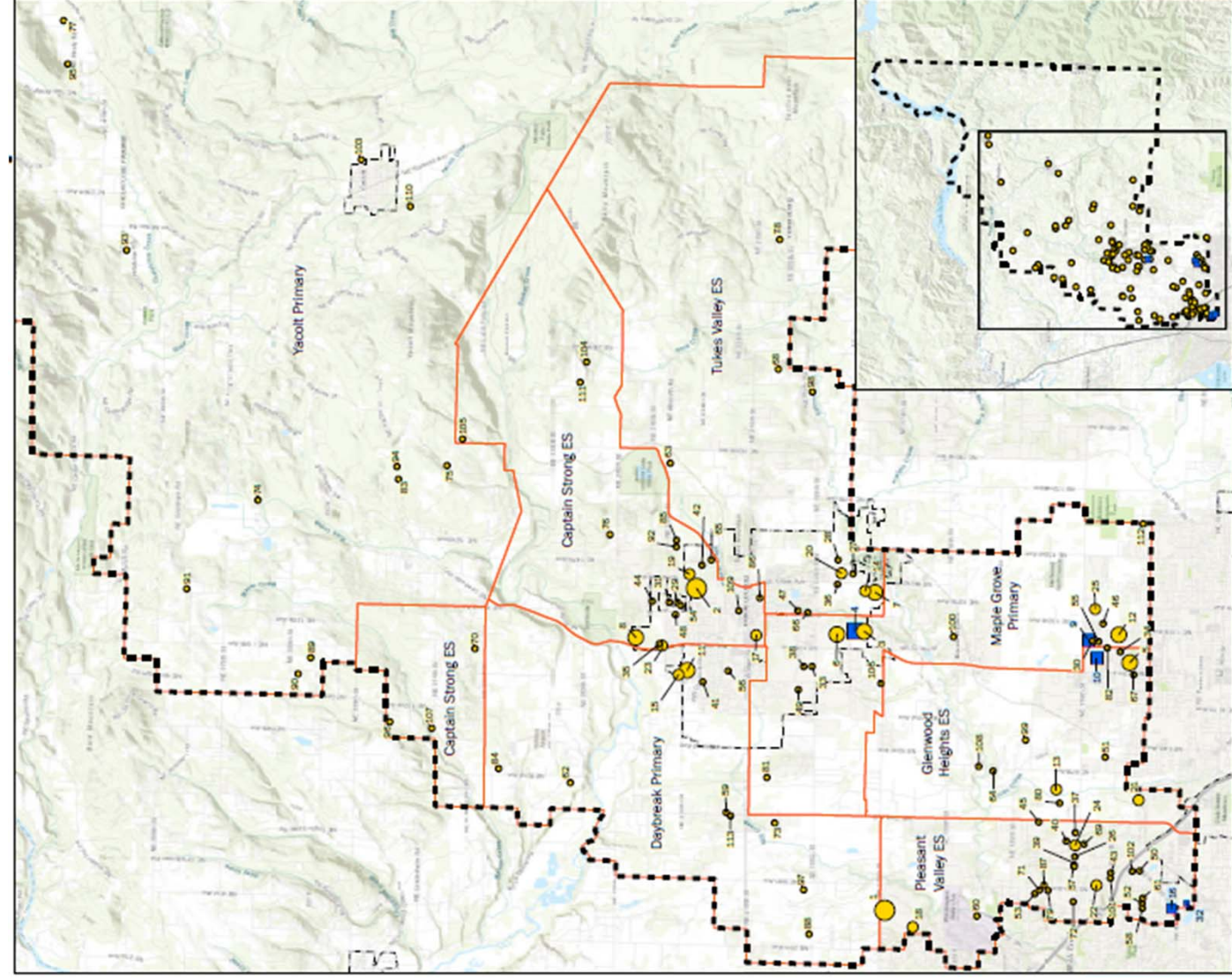
School of Attendance Attendance Area	Residence Count	Summit View HS							Capture Rate	Transfer Out Student Total	Transfer Out Rate
		Battle Ground HS	Prairie HS	CAM HS	Daybreak ES	DB Youth Services HS	Open Doors	River Homelink HS			
Battle Ground HS	2,162	1,635	88	69	0	0	15	203	75.6%	527	24.4%
Prairie HS	1,679	70	1,370	38	0	8	8	110	81.6%	309	18.4%
9-12 Subtotals	3,841	1,705	1,458	107	0	8	23	313	78.2%	836	21.8%
Out of District	336	52	95	37	1	0	1	89	--	336	--
9-12 Totals	4,177	1,757	1,553	144	1	8	24	402	--	1,172	--
Transfer In Student Total	1,172	122	183	144	1	8	24	402	--	--	--
Transfer In Rate	28.1%	6.9%	11.8%	100%	100%	100%	100%	100%	--	--	--

Demographic and Residential Development Analyses

Population Change

	2000	2010	2020	Average Annual Growth	
				2000-2010	2010-2020
Clark County	345,238	425,363	503,311	2.1%	1.7%
Battle Ground PS	47,438	65,182	82,527	3.2%	2.4%
Battle Ground	9,296	17,571	20,741	6.6%	1.7%
BGPS Unincorporated Area	38,142	47,611	61,786	2.2%	2.6%

	2000	2010	2020	Average Annual Growth	
				2000-2010	2010-2020
Total Population	47,438	65,182	82,527	3.2%	2.4%
Age 18 and over	34,123	45,547	61,318	2.9%	3.0%
Under age 18	13,315	19,635	21,209	4.0%	0.8%
Under 18 share of total	28.1%	30.1%	25.7%	--	--

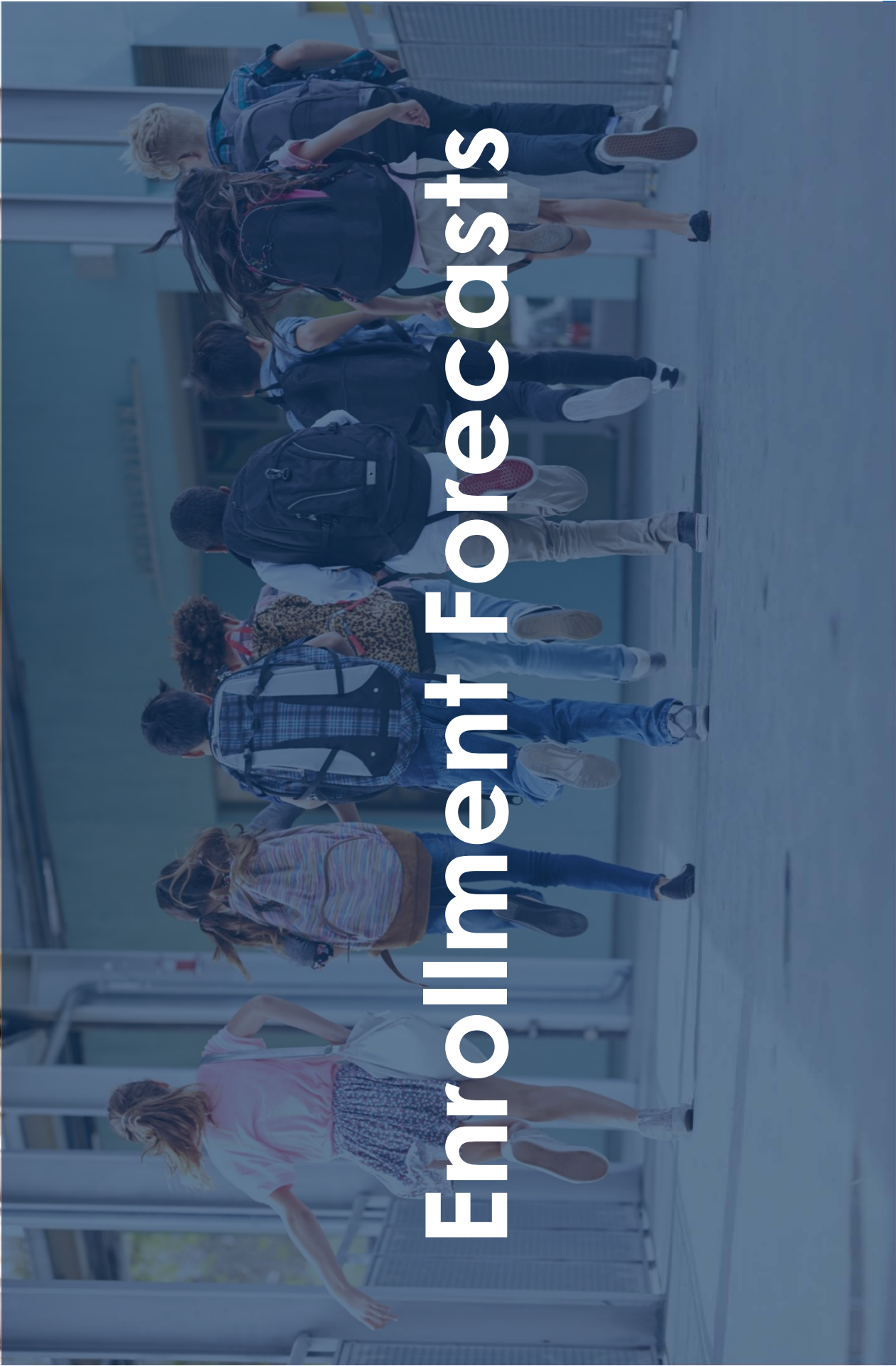


Map ID	Jurisdiction	Type	Total Units
2	Battle Ground	SF	424
3	Battle Ground	SF	200
4	Battle Ground	MF	180
6	Battle Ground	SF	146
7	Battle Ground	SF	137
8	Battle Ground	SF	125
11	Battle Ground	SF	112
14	Battle Ground	SF	78
15	Battle Ground	SF	78

Map ID	Jurisdiction	Type	Total Units
1	Clark County	SF	655
5	Clark County	SF	160
9	Clark County	MF	120
10	Clark County	MF	120
12	Clark County	SF	101
13	Clark County	SF	86
16	Clark County	MF	73
18	Clark County	SF	72

Student Generation Rates

Summary of Generation Rates Used for New Development	K–12 Students per Single-family (SF) Unit	K–12 Students per Multifamily (MF) Unit
Overall Average Rates	0.32	0.23
Highest Rate Used for a Development	0.86	0.75
Lowest Rate Used for a Development	0.11	0.14



Enrollment Forecasts

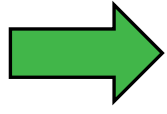
Source Data

- BGSD October Enrollment 2016-17 to 2022-23
- Washington Dept. of Health (DOH) births
- US Census (2000, 2010, & 2020)
- Office of Financial Management population estimates

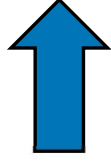


Methodology / Models

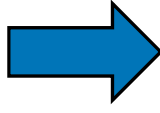
In-migration



Births



Graduation



Out-migration

Grade-Progression Ratio (GPR):

Projecting future enrollment
based on past & current student
enrollment trends

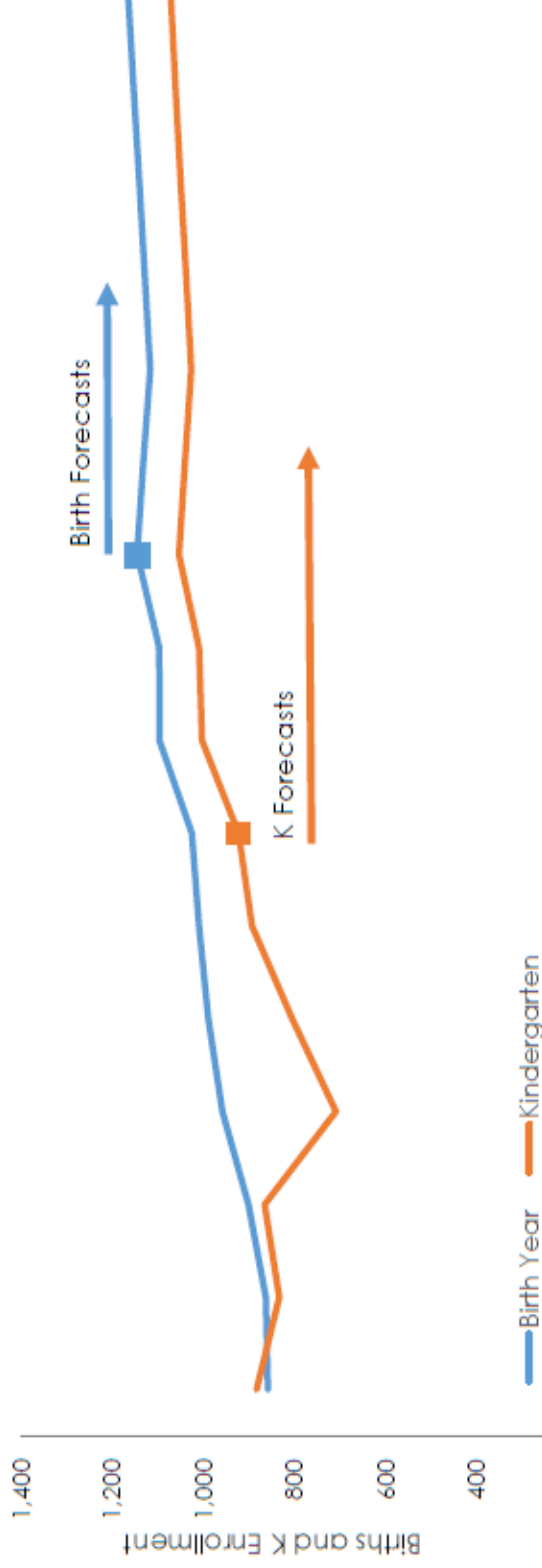
Cohort-Component Model:

Driven by births, deaths, and
migration, including housing
development

Births & Kindergarten

Birth Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	Forecasts						
Births	859	864	902	959	989	1,010	1,025	1,096	1,097	2021	2022	2023	2024	2025	2026	2027
										1,146	1,132	1,117	1,129	1,141	1,153	1,165

School Year	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33
Kindergarten	884	834	866	710	806	894	923	1,003	1,010	1,054	1,041	1,027	1,038	1,050	1,061	1,072
Ratio	1.03	0.97	0.96	0.74	0.81	0.89	0.90	0.91	0.92	0.92	0.92	0.92	0.92	0.92	0.92	0.92

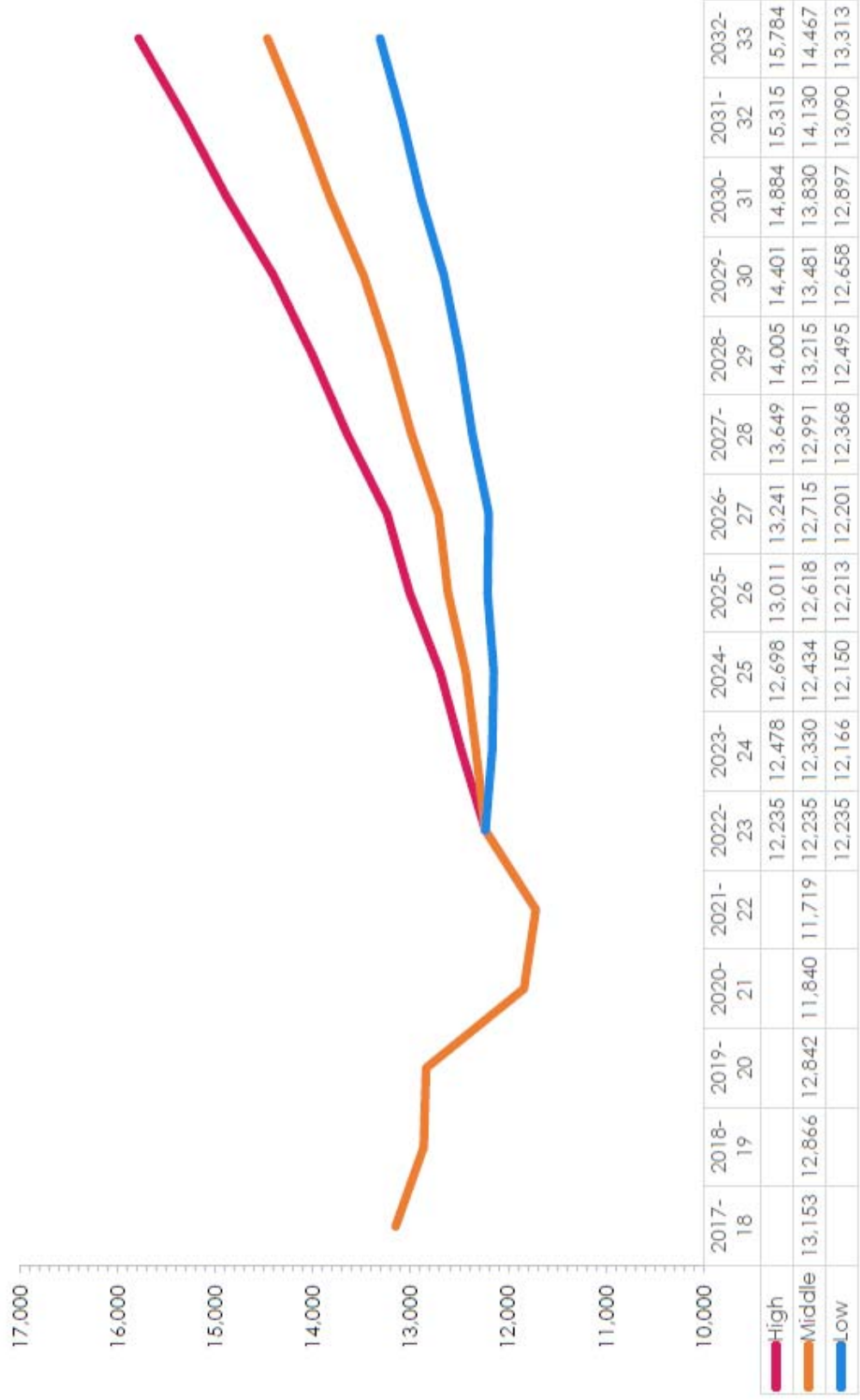


Birth Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
School Year	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33

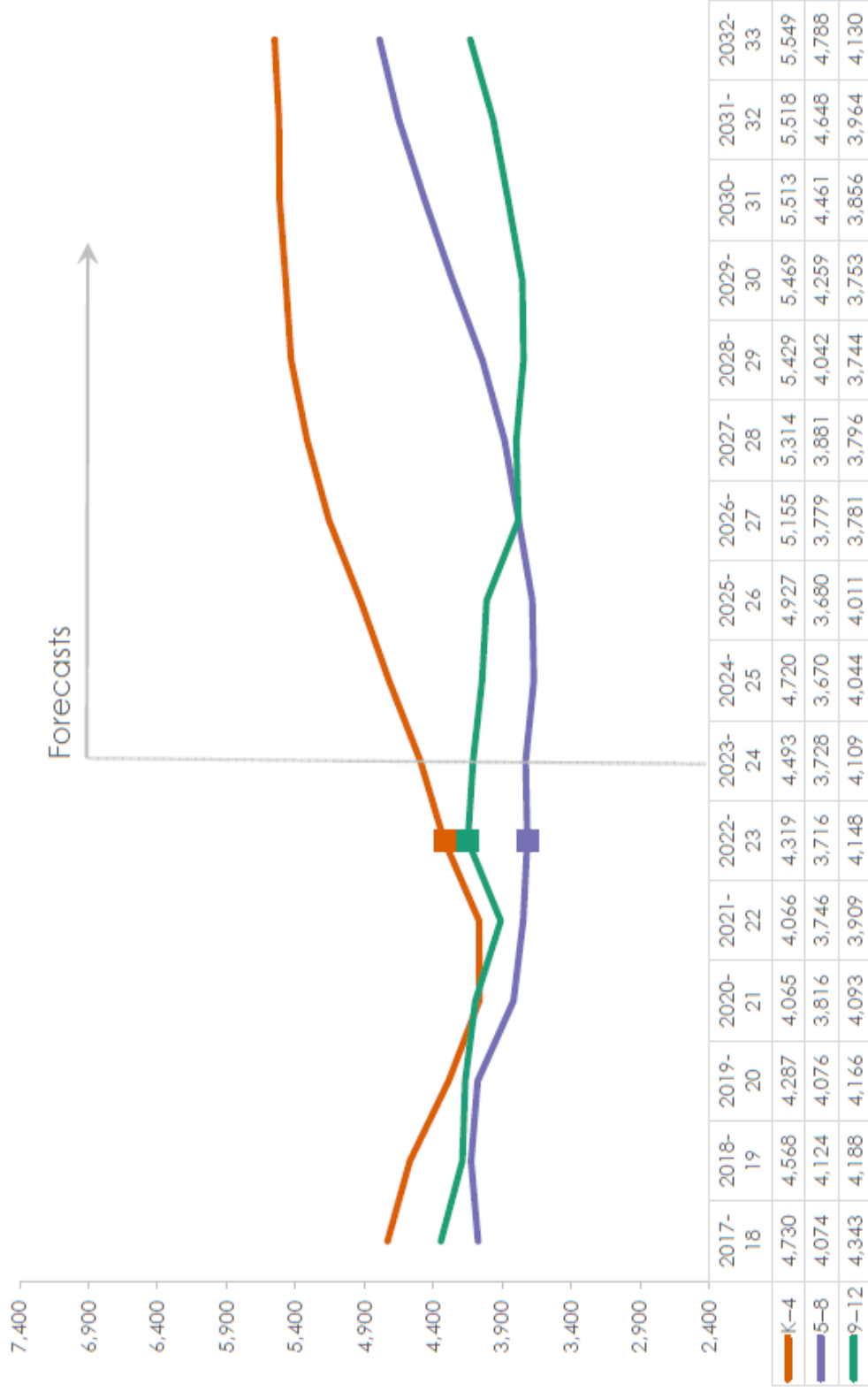
Grade Progression Ratios

Grade Progression Ratios	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	3-year pre-COVID Average	2023-24 Forecast	2024-25 Forecast	2025-26 to 2032-33 Forecast
K-1	1.04	1.02	1.05	0.86	1.15	1.08	1.04	1.04	1.04	1.04
1-2	1.04	1.00	1.00	0.87	1.04	1.05	1.01	1.01	1.01	1.01
2-3	1.05	1.01	1.03	0.94	1.09	1.09	1.03	1.03	1.03	1.03
3-4	1.05	1.03	1.01	0.91	0.98	1.08	1.03	1.03	1.03	1.03
4-5	1.03	0.98	1.02	0.92	1.03	1.02	1.01	1.01	1.01	1.01
5-6	1.03	1.01	1.06	0.95	1.01	1.06	1.03	1.03	1.03	1.03
6-7	1.03	1.02	1.00	0.93	1.01	1.06	1.02	1.02	1.02	1.02
7-8	1.01	1.00	1.01	0.97	1.01	1.07	1.01	1.01	1.01	1.01
8-9	1.03	1.02	1.04	1.02	1.02	1.12	1.03	1.03	1.03	1.03
9-10	1.04	0.99	1.01	0.98	1.00	1.04	1.01	1.01	1.01	1.01
10-11	0.90	0.88	0.90	0.89	0.89	0.94	0.89	0.89	0.89	0.89
11-12	1.13	1.04	1.04	1.08	0.98	1.02	1.07	1.04	1.04	1.04

District-wide Enrollment Forecasts



Enrollment Forecasts by Grade Group



Enrollment Forecasts by Grade

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
K	894	923	1,003	1,010	1,054	1,041	1,027	1,038	1,050	1,061	1,072
1	871	928	958	1,041	1,048	1,094	1,080	1,066	1,077	1,089	1,101
2	855	881	939	969	1,053	1,060	1,107	1,093	1,079	1,090	1,102
3	852	884	910	970	1,001	1,088	1,095	1,144	1,129	1,115	1,126
4	899	877	910	937	999	1,031	1,120	1,128	1,178	1,163	1,148
5	849	907	885	918	946	1,008	1,041	1,130	1,139	1,189	1,174
6	936	876	936	913	947	976	1,040	1,074	1,166	1,175	1,227
7	987	952	891	952	928	963	992	1,057	1,092	1,185	1,195
8	944	993	958	897	958	934	969	998	1,064	1,099	1,192
9	1,162	976	1,027	991	927	991	966	1,002	1,032	1,100	1,136
10	1,048	1,178	989	1,041	1,004	939	1,004	979	1,015	1,046	1,115
11	979	937	1,053	884	931	898	840	898	875	908	935
12	959	1,018	975	1,095	919	968	934	874	934	910	944
K-4	4,371	4,493	4,720	4,927	5,155	5,314	5,429	5,469	5,513	5,518	5,549
5-8	3,716	3,728	3,670	3,680	3,779	3,881	4,042	4,259	4,461	4,648	4,788
9-12	4,148	4,109	4,044	4,011	3,781	3,796	3,744	3,753	3,856	3,964	4,130
Total	12,235	12,330	12,434	12,618	12,715	12,991	13,215	13,481	13,830	14,130	14,467

Enrollment Forecasts by School

School Name	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2032-33
Captain Strong ES	575	580	599	608	625	667	718
Daybreak ES	525	547	580	617	654	659	682
Glenwood Heights ES	578	619	673	720	767	788	812
Maple Grove ES	445	520	551	592	633	675	710
Pleasant Valley ES	553	563	577	614	635	655	749
Tukes Valley ES	511	531	566	584	617	619	625
Yacolt ES	730	735	776	794	826	853	855
CAM Academy	88	91	91	91	91	91	91
River HomeLink	314	307	307	307	307	307	307
K-4 Total	4,319	4,493	4,720	4,927	5,155	5,314	5,549

Enrollment Forecasts by School

Amboy MS	549	540	499	490	501	504	630
Chief Umtuch MS	553	558	535	541	554	536	635
Daybreak MS	425	448	454	455	476	523	693
Laurin MS	750	758	743	743	759	796	1,062
Pleasant Valley MS	397	402	428	415	438	438	589
Tukes Valley MS	455	451	440	465	480	513	608
CAM Academy	236	232	232	232	232	232	232
DB Youth Services	1	1	1	1	1	1	1
Maple Grove MS	9	9	9	9	9	9	9
River HomeLink	341	329	329	329	329	329	329
5-8 Total	3,716	3,728	3,670	3,680	3,779	3,881	4,788

Battle Ground HS	1,779	1,721	1,693	1,646	1,523	1,533	1,627
Prairie HS	1,559	1,594	1,557	1,571	1,464	1,469	1,709
Summit View HS	266	266	266	266	266	266	266
CAM Academy	145	142	142	142	142	142	142
DB Youth Services	12	12	12	12	12	12	12
River HomeLink	387	374	374	374	374	374	374
9-12 Total	4,148	4,109	4,044	4,011	3,781	3,796	4,130

A blurred background image of a classroom. Several young students are visible, with their arms raised in the air, suggesting an interactive learning environment. The image is overlaid with a semi-transparent dark blue filter.

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Battle Ground Public Schools discusses levies, finances at listening session

Updated 22 hours ago

District seeks to understand community members' priorities

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By [Will Denner](#) Columbian Staff Reporter

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Published: June 19, 2026, 11:00am

Updated: June 26, 2026, 4:10pm



Battle Ground Public Schools Assistant Superintendent Lynnell Tsugawa-Murray, right, talks to residents during a

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BATTLE GROUND — Superintendent Shelly Whitten and fellow district officials fielded many questions from residents during a listening session Wednesday to address Battle Ground Public Schools’ financial future. One in particular got to the heart of the issue.

After the district faced a triple levy failure and \$20 million budget deficit earlier this year, [prompting 137.2 positions to be cut](#), Whitten was asked why she believes the levy failed again in February.

“I really feel like it’s a variety of reasons, but I do think the bulk of it is a lack of understanding,” Whitten explained.

To provide clarity from that lack of understanding and gauge community priorities, district leaders, along with several school board members, hosted Wednesday’s session at Battle Ground High School where approximately 40 attendees broke out into group discussions to voice their opinions and ask questions.

Though the district has a healthy fund balance and 15 straight years of clean audits, officials say a lack of levy funding will put increasing financial pressure on the district in future years.

A handout given to everyone at Wednesday's event outlined a combined \$42.5 million in one-year required and discretionary costs that could be funded by a future levy of \$2.03 per 1,000 of assessed property value.

The required costs, totaling \$26.8 million, include unfunded mandates, curriculum and contractual obligations. Without levy funding, the district said more cuts would come in future years to address those required costs.

An additional \$15.7 million is estimated for discretionary costs and services, such as reducing class sizes, in addition to boosting safety and security, student well-being, academic support, workforce readiness and student activities.

Attendees were asked to rank their preferred discretionary categories in terms of priority. "The most important thing we are looking for coming out of this

evening is input into what our board's decision will be and what we may ask for in millions on a levy," Whitten said.

Whitten, Assistant Superintendent Lynnell Tsugawa-Murray, Chief Financial Officer Michelle Scott, as well as school board members Debbie Johnson, Marshall Marrott, Lorri Sibley and Terry Tate, cycled through tables during community member discussions and identified some common themes to consider moving forward.

"Some of the things that I heard were ideas about how to help our community be more informed. There was a lot of conversation about that," Whitten said. "How to create a vision that people can get behind (and) how to increase communication in general about what schools are experiencing and what our priorities are as a district. Those were some of the things I heard."

While the district tries to better inform people and understand their priorities, it has also faced misinformation campaigns.

An anti-levy mailer sent to residents ahead of February's special election made several false claims about Battle Ground Public Schools' priorities concerning gender transition, drug and alcohol treatment, and mental healthcare.

[The Public Disclosure Commission is currently investigating the mailers, which have been tied to former state legislator Don Benton](#) through his political action committee. Benton has denied any direct involvement in the mailers. Instead, Benton said he was contacted by Battle Ground resident Tyler Long in

January about sending the mailers and getting approval from both the state and Clark County Republican parties.

“I had no control or input to the content of the mailer and certainly no ‘approval’ authority,” Benton wrote in response to the PDC complaint.

School districts, meanwhile, are restricted in what they can say once they decide to run a levy, Tsugawa-Murray noted during a roundtable discussion Wednesday.

Following Wednesday’s listening session, district leaders and school board members will discuss their findings during Monday’s work session. A resolution could then appear for the school board to consider at its next meeting on July 27, district spokesperson Amanda Richter said.

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Battle Ground Public Schools facing substantial cuts after failed levy

District has already identified \$13 million in reductions

By [Brianna Murschel](#) The Columbian

Published: February 24, 2026, 9:07am

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Battle Ground Public Schools Assistant Superintendent Lynnell Tsugawa-Murray (left), Superintendent Shelly Whitten and Board Vice President Chris Grewell during Monday's school board meeting at the Lewisville Campus. Whitten discussed budget constraints after the district's third levy failure. (Brianna Murschel/The Columbian) [Photo Gallery](#)

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Battle Ground Public Schools is already identifying reductions to bridge a \$20 million budget deficit following its [third failed levy](#).

The levy that recently failed would have funded security officers, smaller class sizes, special education, teachers, nurses, counselors, mental health support, sports and extracurriculars. The district's two levy attempts last year in February and April also failed. The previous operations levy expired at the end of 2025.

Superintendent Shelly Whitten told the board during Monday's work session that so far, the district has identified \$13 million worth of reductions — mostly associated with staffing and programs.

She said the district doesn't have enough time to decide on closing a school before staff need to be notified about their contract renewals. Plus, there might not be enough space to fit students if an entire school was shuttered.

IF YOU GO

What: Battle Ground Public Schools listening sessions

When: 5:30 to 7:30 p.m. March 4

Where: Battle Ground High School, 300 W. Main St., Battle Ground

When: 5:30 to 7:30 p.m. March 11

Where: Prairie High School, 11311 N.E. 119th St., Vancouver

Information: www.battlegroundps.org

“The deep cuts will come through a lot of people and will come through the continued reduction in some of the programs that we reduced last spring,” she said.

Including transportation and food service, which is contracted out, about 85 percent of the district’s costs are related to staffing, and the rest are operating expenses, Whitten said.

Certified staff, such as teachers, counselors and school psychologists, must be notified by May 15 that their contracts won’t be renewed, according to state law. Whitten said the board will have a resolution to consider those reductions by April 27.

She said the district already met with employee groups and specific programs to identify reductions. Unfunded mandates — state requirements that Olympia does not provide funding for — present particular challenges.

“Fifth-graders who you may think should not know about budgeting know about what’s being taken from them, about what they’re going to lose,” student representative Itzel Contreras Montiel said. “For them to speak to me and just rant about all the things that they care about, it’s just a little disheartening.”

Board member Marshall Marrott said an email was sent out Monday saying cuts are already beginning.

Whitten explained that those are happening at the administrative level as certain programs are eliminated.

“The only thing that we know when we start looking at administrative costs at a district level is that the cuts to the district level administration are going to follow the program cuts,” she said. “So once program cuts are made, then we know that the individuals who monitor those programs, then those would be the cuts that follow them.”

She said it’s important for those decisions to be made now because it’s administrative hiring season, “so that they have as much time as possible to secure other employment.”

The district’s chief financial officer has reached out to the Educational Service District 112, a regional service agency that partners with Clark County and other surrounding county school districts.

Connecting with them is an obligation “when we realize that we are getting into trouble,” Whitten said.

ESD 112 will make recommendations and the district will work through reductions to create a budget for the next school year. It has already dipped into its reserves, and savings are down.

‘Levy death spiral’

The district is hosting two listening events in March for community members and groups. Whitten said [Jeff Snell, executive director of the Washington Association of School Administrators and former superintendent of Vancouver Public Schools](#), will facilitate the sessions because he has prior experience.

“As a teacher, I see the levy death spiral every single day,” River HomeLink teacher Ryan Anderson told the board. “I know many in our community voted ‘no’ specifically to force the state’s hand.”

Anderson said the district should demand that the legislators provide emergency relief.

Several people, including a sixth-grader, asked for the Aspire highly capable program to be saved and to keep security, so students and staff stay safe.

As a result of last year’s failed levies, [the board approved a 2025-26 district budget with \\$14 million in cuts in August](#), including the elimination of 116 full-time staff positions, middle school sports and a program that helps kindergarten students transition

into school. Whitten previously said some cuts were to security staff, crossing guards and assistant principals who directly help with student safety.

With a triple levy failure, there's a lack of public trust, Joshua Wilde, a Battle Ground resident and a member of the district's Citizens Advisory Committee, told the board.

"Students and parents are anxious about the future of our schools," Wilde said. "Our community remains sharply divided."

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STUDENT ENROLLMENT PROJECTED TO INCREASE, STUDY SAYS

Battle Ground Public Schools

March 31, 2023

Battle Ground Public Schools is studying enrollment trends so that the district can begin preparing for potential increases. Earlier in 2023, the district worked with FLO Analytics to develop projections for student enrollment through the 2032-33 school year.

FLO Analytics conducted a study by examining historical enrollment and enrollment patterns, as well as population changes, zoning plans, building permits and other variables. Takeaways from the study include:

- Projected enrollment in the 2032-33 school year is 13,313 to 15,784 students. Enrollment would likely be around 14,467 students due to steady growth in the area and a rising number of births.
- The largest area of growth will be at the primary level, from 4,319 students in the 2022-23 school year to 5,549 students by 2032-33.
- Schools in the southern end of the district are projected to see the most growth over the next 10 years. See enrollment forecasts by school on pages 28 and 29 of the report linked below.
- Residential construction is projected to be significant compared to other districts. For every 100 single-family homes built, the district will gain approximately 32 students. For every 100 multifamily units, the district will gain about 23 students.

[See the full report.](#)

BGPS' board of directors and district leaders are considering this information as they discuss funding and long-term facilities planning.



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RIDGEFIELD SCHOOL DISTRICT NO. 122

CAPITAL FACILITIES PLAN

2022-2028

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*Amended by the Ridgefield School District Board of Directors
June 14, 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 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 (2022-2028).

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.

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 Battle Ground, La Center, Woodland, and Vancouver School Districts.

The District serves a population of 3,730 students (Headcount March 2022) with an early learning center program (pre-K), two elementary schools (grades K-4), one intermediate school (grades 5-6), one middle school (grades 7-8), one high school (grades 9-12), and one alternative learning school (grades K-12).

The District needs to build schools and make improvements at existing schools in order to effectively accommodate growth. As improvements are made to the facilities and new schools come online, the District anticipates that current grade configurations may possibly change.

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

- The District is experiencing the fastest enrollment growth rate in Clark County.
- Presently, Union Ridge Elementary, Sunset Ridge Intermediate and View Ridge Middle School are housing students well in excess of the capacity of the facility. Additionally, enrollment projections indicate that all other campuses will exceed capacity by the 2022-2023 school year. Presently, portables are in use for instructional purposes at all schools in the District, except the Early Learning Center and Wisdom Ridge Academy.
- The legislature has indicated that it wants to maintain lower class sizes in K-3 classrooms. The District is uncertain about its ability to offer this with the limited classroom space even if the state were to provide operational funding for staffing due to limited classroom spaces.
- The impact of citizen-approved Initiative 1351 is still unknown. Any significant reduction in class size will require a corresponding increase in the number of classrooms across the district.
- As existing facilities exceed capacity, they are experiencing traffic control and student and staff 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 school systems play in growing a strong local economy is vital. In order to accomplish the community value of having a vibrant local economy, schools must have quality facilities. These facilities provide the necessary spaces for nurturing the development of the whole child and successfully preparing all Ridgefield children for an increasingly 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, STEM, 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, 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, safety equipment). Students must achieve rigorous state mandated science standards. This requires specialty space that is not met by adding portables.
- As STEM education continues to expand, there is an increased need to provide flexible classroom space capable of supporting a variety of educational activities.
- Physical education space is needed 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. The District supports a 1:1 Chromebook initiative 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.
- Fine and performing arts spaces are critical to the development of the whole child. Spaces are necessary to adequately meet the rigorous standards of these state required programs.
- Library/Media services and collaboration spaces must be provided for students to successfully meet the rigor of the District's academic programs. 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 I math and reading instruction, Highly Capable, and Bilingual, are limitedly funded. These resources do not include the expense of adding facilities to support them.
- Early Childhood programs, such as every-day kindergarten and preschool are essential educational programs and vital to the community. These programs require specialty space which is not currently 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 requirements 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 21 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 and the fine and performing 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 an early learning center (located at Ridgefield Administrative and Civic Center), two elementary schools, one intermediate school, one middle school, one high school, and one K-12 alternative learning program (located in a leased property). Elementary schools currently accommodate grades K-4, the intermediate school serves grades 5-6, the 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 alternate configurations.

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
South Ridge	502 NW 199 th St. Ridgefield, WA 98642	18.49	59,687	21	542
Union Ridge	330 N. 5 th Ave.. Ridgefield, WA 98642	11.8	81,533	28	655
Total		51.8	141,220	49	1,197

*Space reserved for art, music, and PE as well 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.

Table 2 – Intermediate & Middle School Inventory

Middle School	Location	Acres	Building Area (Square Feet)	Teaching Stations*	Permanent Capacity
Sunset Intermediate & View Ridge Campus	3215 S. Hillhurst Road Ridgefield, WA 98642	20.00	148,932	43	1,157

* The music room and physical education space are counted as teaching stations because these are not special pull-out programs at the middle school.

Table 3 – High School Inventory

High School	Location	Acres	Building Area (Square Feet)	Teaching Stations*	Permanent Capacity
Ridgefield HS	2630 S. Hillhurst Rd. Ridgefield, WA	60	137,008	42	1,020

*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.

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 28 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	10	20
Union Ridge Elementary	9	18
Sunset Ridge Intermediate & View Ridge Middle School	4	8
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 (RACC)	44,079	510 Pioneer Street. Ridgefield, WA
Maintenance Department	8,000	304 Pioneer Avenue, Ridgefield, WA
Ridgefield Community Education Program	2-classroom portable	510 Pioneer Street. Ridgefield, WA (located at RACC)
Ridgefield Family Resource Center	2-classroom portable	510 Pioneer Street, Ridgefield, WA (located at RACC)

D. Land Inventory

The District owns the following sites:

- 27.36-acre site located at 7025 N. 10th St that will house a new K-4 Elementary School
- 23-acre site located at NE 10th Avenue and 239th Street, Ridgefield, WA 98642.
- 2,178 sq. ft. strip located at 45th and Pioneer in Ridgefield.
- Co-owner of Paradise Point Transportation Center as a member of the Kalama, Woodland, Ridgefield and La Center School District Transportation Cooperative.
- Additionally, the District is under contract and in the process of completing the purchase of a 9.399-acre parcel of land at NE 10th Avenue and NE 179th Street.

SECTION 4 STUDENT ENROLLMENT PROJECTIONS

A. Projected Student Enrollment 2022-2028

The District's enrollment projections are based on forecasting work completed by Johnson Economics in April 2022. The approach used in conducting this student enrollment forecast builds on the baseline enrollment forecast provided by an earlier forecast prepared in February 2020 by E.D. Hovee & Company, LLC. With the *baseline forecast*, the model applied the Comprehensive Plan allocation for the Ridgefield Urban Growth Area (UGA) plus a proportionate share of population growth forecast by Clark County for areas outside of UGAs countywide. Grade-to-grade enrollment changes as a share of district population were forecast based on historic experience across each of the K-12 grade levels.

Table 6- Enrollment Forecast

Grade	2022	2023	2024	2025	2026	2027	2028
K	319	341	353	369	398	409	417
1	320	364	393	409	430	460	481
2	326	363	405	430	447	464	493
3	296	361	406	443	471	473	501
4	306	329	395	437	474	494	507
5	314	326	359	425	474	504	525
6	334	336	351	387	458	503	534
Total K-6	2215	2420	2662	2900	3152	3307	3458
7	302	351	355	373	416	484	530
8	315	312	361	367	388	429	498
Total 7-8	617	663	716	740	804	913	1028
9	367	333	326	373	379	397	438
10	323	368	337	331	378	384	402
11	286	318	353	321	313	353	359
12	237	283	311	339	305	296	333
Total 9-12	1213	1302	1327	1364	1375	1430	1532
TOTAL	4045	4385	4705	5004	5331	5650	6018

SECTION 5 CAPITAL FACILITIES NEEDS

A. Facility Needs

The District's facility needs are based on its existing capacity and the forecast enrollment. In 2028, the enrollment forecast projects that the District will be serving 6,018 students, an increase of 2,288 students, representing student enrollment growth of approximately 61%. This includes high school students the District anticipates will return to the District due to facility upgrades at Ridgefield High School. Currently, there are approximately 350 students who live within the boundaries of the Ridgefield School District who attend schools in other public school districts.

Table 7 – Enrollment and Capacity

Facility	Existing Capacity	2021 Enrollment	2021 Need
Elementary Schools (K-4)	1,197	1,449	252
Intermediate/ Middle School (5-8)	1157	1,243	86
High School (9-12)	1020	1,038	18
Totals	3,461	3,730	338

As shown in Table 7, the District needs to expand its capacity to serve 252 K-4th grade students, 86 5-8th grade students and approximately 18 high school students.

B. Planned Improvements

To serve the forecast growth, the District proposes constructing new schools to serve K-8th grade students and expanding capacity at the high school. These projects, the capacity they will add and the estimated cost is shown in Table 8.

Table 8 – Improvements and Costs

Project Description	Estimated Cost ²	Added Capacity	Cost for Capacity to Serve Growth ³
New schools to serve K-8 ¹	\$195,000,000 ⁴	2,132 ⁵	\$164,000,000 ⁶
High School Improvements	\$47,000,000	511	\$45,400,000
TOTAL:	\$242,000,000	2,643	\$209,400,000

¹ The community and District patrons will be engaged to assist the District identify the type of schools and grade configuration.

² The estimated cost is based on data the District's architect has compiled given his experience and knowledge of the school construction industry and District standards.

³ That portion of the total cost that is equal to the percentage of the added capacity that is needed to serve the forecast growth, determined by increased enrollment (1,794 K-8 and 494 high school students).

⁴ Of the \$195,000,000 estimated cost, \$154,000,000 is attributed to K-6 and \$41,000,000 is attributed to 7-8.

⁵ Of the 2,132 in added capacity, 1,684 is attributed to added K-6 capacity & 448 is attributed to added 7-8 capacity.

⁶ Of the \$164,000,000 estimated cost serving growth, \$130,000,000 is attributed to K-6 & \$34,000,000 attributed to 7-8.

Portable classrooms are not considered permanent facilities so they are not used to determine future capital facility needs. Facility needs are expressed in terms of “unhoused students” or students that cannot be housed in permanent (brick/mortar) facilities. To serve the “unhoused students” on a short-term and immediate basis to serve growth, the District will 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. Finance Plan

The District will finance the \$242,000,000 in planned improvements using bonds, state match and impact fees.

Table 9 – Anticipated Finances

	Bonds	State Match	Impact Fees
Secured	\$0	\$0	\$18,078,481
Unsecured	\$182,648,565	\$10,656,342	\$30,616,612
TOTAL	\$182,648,565	\$10,656,342	\$48,695,093

The District's planned improvements that will add capacity are dependent upon the passage of a bond and receipt of state match and impact fees. Below is a summary of these funding sources.

B. Funding Sources

General Obligation Bonds

Bonds are used to fund site acquisition, construction of new schools, and other capital improvement projects. A 60% majority vote is required to approve the issuance of bonds. Bonds are then retired through collection of property taxes.

State Match Funds

State Match funds primarily come from the Common School Construction Fund. School districts may qualify for State Match funds for specific capital projects based on eligibility requirements and a state 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 Match funds for new schools at the 56.61% match level.

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 Cities and 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.

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 new schools and increase capacity at Ridgefield School District, 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 school impact fee calculation results in a fee of \$ \$16,879.55 per single-family home and \$8,698.55 per multi-family home.

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

Single Family: \$16,880 in 2023

Multi-Family: \$ 8,699 in 2023

Because the amount of the fees being recommended is less than the calculated amount, and in anticipation that construction costs for school facilities will continue to increase, the District will be requesting an increase in the amount the City and County collect each year based on the Rider Levett Bucknall Construction Cost Index. Future increases in fees will not exceed the calculated impact fee amounts.

Ridgefield School District 2022 Impact Fee Calculation

$$\left[\frac{(1+i)^{10} - 1}{i(1+i)^{10}} \right] AAV \times$$

Single Family Residence:

Elementary	Middle School	High School	Formula
\$130,000,000.00	\$34,000,000.00	\$45,400,000.00	Facility Cost
1684	448	511	Additional Capacity
\$77,197.15	\$75,892.86	\$88,845.40	Cost per Student (CS)
0.159	0.136	0.114	Student Factor (SF)
\$12,274.35	10,321.43	\$10,128.38	CS x SF
\$246.83	\$246.83	\$246.83	Boeck Index
90.00	117.00	130.00	OSPI Sq Ft
56.61%	56.61%	56.61%	State Match Eligibility %
\$1,999.54	\$2,223.39	\$2,070.81	State Match Credit (SM)
\$10,274.80	\$8,098.04	\$8,057.57	CS x SF - SM
\$26,430.41			Cost per Single Family Residence
	0.0220		Average Interest Rate
	0.243108277		Tax Credit Numerator
	0.027348382		Tax Credit Denominator
	8.889311106		Tax Credit Multiplier (TCM)
	\$491,140.00		Average Assessed Value (AAV)
	\$4,365,896.26		TCM x AAV
	0.00150533		Tax Levy Rate (TLR)
	\$6,572.11		TCM x AAV x TLR = (TC)
	\$19,858.30		Cost per Single Family Residence - Tax Credit
	\$2,978.75		15% reduction (A)
	\$16,879.55		Calculated Single Family Fee Amount
	\$16,880		Recommended Fee Amount

Multi-Family Residence:

Elementary	Middle School	High School	Formula
\$130,000,000.00	\$34,000,000.00	\$45,400,000.00	Facility Cost
1684	448	511	Additional Capacity
\$77,197.15	\$75,892.86	\$88,845.40	Cost per Student (CS)
0.124	0.030	0.050	Student Factor (SF)
\$9,572.45	\$2,276.79	\$4,442.27	CS x SF
\$246.83	\$246.83	\$246.83	Boeck Index
90.00	117.00	130.00	OSPI Sq Ft
56.61%	56.61%	56.61%	State Match Eligibility %
\$1,559.39	\$490.45	\$908.25	State Match Credit (SM)
\$8,013.05	\$1,786.33	\$3,534.02	CS x SF - SM
\$13,333.41			Cost per Multi-Family Residence
	0.0220		Average Interest Rate
	0.243108277		Tax Credit Numerator
	0.027348382		Tax Credit Denominator
	8.889311106		Tax Credit Multiplier (TCM)
	\$231,652.00		Average Assessed Value (AAV)
	\$2,059,226.70		TCM x AAV
	0.00150533		Tax Levy Rate (TLR)
	\$3,099.82		TCM x AAV x TLR = (TC)
	\$10,233.59		Cost per Multi-Family Residence - Tax Credit
	\$1,535.04		15% reduction (A)
	\$8,698.55		Calculated Multi-Family Fee Amount
	\$8,699		Recommended Fee Amount

RIDGEFIELD SCHOOL DISTRICT // NEWS

// RIDGEFIELD SCHOOL DISTRICT ANNOUNCES ELEMENTARY GRADE RECONFIGURATION, NAME AND LEADERSHIP OF NEW ELEMENTARY SCHOOL



RIDGEFIELD SCHOOL DISTRICT ANNOUNCES ELEMENTARY GRADE RECONFIGURATION, NAME AND LEADERSHIP OF NEW ELEMENTARY SCHOOL

RSD

September 11, 2025

At its September 9, 2025, meeting, the Ridgefield School District Board of Directors unanimously voted to change the district's elementary grade configuration to a kindergarten through 5th grade model, beginning with the 2026-27 school year. The change will coincide with the opening of the district's third elementary school, and a move to a 6th-8th grade middle school model.

Current Sunset Ridge Intermediate School Principal Todd Graves and Assistant Principal Stephanie Goad have been selected as the administrative team for the NEW Sunset Ridge Elementary School. Ridgefield's Elementary #3 will carry on the Sunset Ridge name, the Coyotes mascot, and the legacy of excellence of Sunset Ridge

Intermediate.

Superintendent Dr. Jenny Rodriguez expressed excitement about the Board's decision. "This is an important milestone for Ridgefield as we continue to grow," said Dr. Rodriguez. "The move to a K-5 model reflects the overwhelming support of our families and staff, and it positions us to provide the very best learning environments for our students. We are especially confident in the leadership of Principal Todd Graves and Assistant Principal Stephanie Goad as they guide the new Sunset Ridge Elementary into its first school year."

The district received 1,099 responses to its Elementary Grade Survey, with 78% of respondents favoring the change from the current Kinder-4th Grade model to a Kinder-5th Grade model.

With the Board's vote completed, Ridgefield School District will now begin the process of re-drawing attendance boundaries, which is expected to take several months. Staffing decisions for Sunset Ridge Elementary will follow once the boundary process is complete. We will update families and the community throughout the process.

Sunset Ridge Elementary is scheduled to open at the start of the 2026-27 school year. You can view construction progress on YouTube at <https://www.youtube.com/watch?v=YaHefsnj4Jw>.



Ridgefield School
District
510 Pioneer St.
Ridgefield, WA 98642
360-619-1301
360-619-1397

OUR SCHOOLS

Ridgefield High School

View Ridge Middle
School

Sunset Ridge
Intermediate School

South Ridge
Elementary School

Union Ridge
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Ridgefield School District eager to ease overcrowding with third elementary school

Third elementary school projected to open in 2026-27 at a cost of \$54 million



By [Brianna Murschel](#) The Columbian

Published: July 14, 2025, 6:12am

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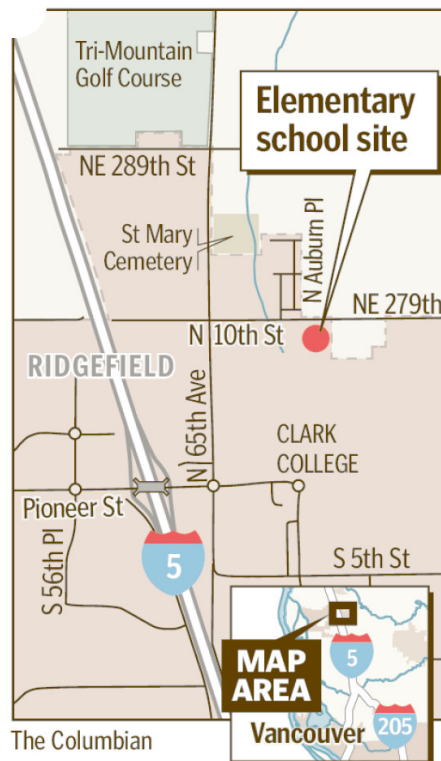
Shipp shovels dirt at a groundbreaking ceremony June 18. The district's third elementary school will help combat overcrowding, said Brett Jones, district board president. (Photo contributed by Joe Vajgrt) [Photo Gallery](#)

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The Ridgefield School District broke ground in June on its third elementary school to help combat overcrowding.

The new elementary school — at 7025 N. 10th St., Ridgefield — is projected to open for the 2026-27 school year and cost about \$54 million. Adding a third elementary school would



Photo

help alleviate Ridgefield's two elementary schools' congested classrooms, said Brett Jones, the Ridgefield School District's board president.

Funding for the project will come from about \$21 million in developer impact fees (charges assessed by the local government) and \$16.5 million in [School Construction Assistance Program](#) funding from the state, with the rest covered by the district's recently passed [capital projects and technology levy](#), district spokesman Joe Vajgrt wrote in an email.

"Because of our situation with not passing bonds and with running a capital levy, we needed to keep the cost as minimal as possible," Jones said.

So the school board shifted its vision. Instead of a full, synthetic athletic field, the plan is to have a natural grass field that is sufficient for elementary physical education, Jones said. He added that the gym size was reduced and other changes were made to lower building costs.

Those changes included removing field lights, removing wide hallway and collaboration spaces, simplifying the exterior footprint and changing the flooring, according to the [district's levy webpage](#).

Jones said the two-story elementary school will be built with special education students in mind and will include accessibility features and quiet/safe rooms — features that had to be added at the older schools.

High enrollment at Ridgefield's two elementary schools has caused overcrowding in classrooms, Jones said. South Ridge's 2024-25 enrollment was recorded at 760 students, and Union Ridge had 710, according to the state Office of Superintendent of Public Instruction's report card.

"Ideally, we'd like to be in that 400 range. But adding this will basically get down to about 500 students per building, which is definitely better, but it's still going to be full," Jones said. "Instead of two (elementary schools) busting at the seams, we're going to have three pretty much at capacity."

The district bought the land, known as Claiborne Acres, in 2019 from Beverly and Gerald Jones for about \$2.23 million using developer impact fees, Vajgrt said.

The couple bought the land from the Claiborne family, who operated a large bean farm.

(Brett Jones is not related to Beverly and Gerald Jones, but he is related to the Claiborne family.)

Bonnie Harris (formerly Claiborne) attended the elementary school groundbreaking. Brett Jones said Harris worked in the school district for many years and the Claiborne family always supported schools.

"Being able to have the growth of Ridgefield, not of more houses, but actually a school is an honor for them, and I think it's an honor for Ridgefield to be able to acknowledge that and celebrate," Brett Jones said.

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At a Tuesday town hall, Superintendent Jenny Rodriguez emphasized the Ridgefield School District's priority of funding a new elementary school. On Dec. 10, the Board of Directors will vote to propose a levy to partially fund the new school, with the remainder covered by state grants and impact fees. A vote would be held in February.

PHOTO BY NORMAN HELGASON

Posted Monday, November 25, 2024 6:01 pm

Norman Helgason / norman@thereflector.com

Following the failure of two bond measures earlier this year, the Ridgefield School District is exploring a new approach to fund its needs, with a new elementary school remaining the priority.

At a town hall on Tuesday, Nov. 19, the district's Board of Directors shared their funding priorities and outlined proposals expected to be presented to voters early next year. The district currently serves 1,492 students in grades kindergarten through fourth grade, with enrollment expected to rise to 1,635 by the 2028-29 school year.

In April, two bond proposals failed to secure the required 60% supermajority. Had they passed, the funds would have been used to build two new schools and support various capital projects, including updates at Union Ridge and South Ridge elementary schools.

If both bonds had passed, the levy would have increased the anticipated property taxes from \$2.53 to \$3.89 per \$1,000 in assessed property value in 2025. Superintendent Jenny Rodriguez noted that much of the feedback emphasized concerns over the original bond package, particularly the inclusion of unnecessary projects that added to the overall cost during a time of rising living expenses.

"The old ... advice with bonds was [that] you put something in for everyone. So you put something in for the people who have high schoolers, and you put something in for the people who have elementary kids. You put something in for people who love sports. ... That advice has kind of become outdated, and I think we heard that from community feedback, as well," Rodriguez said during the town hall.

Instead of pursuing a bond, the board plans to propose a "Capital & Technology" levy, a new funding proposal for the district. Unlike bonds, which can last for up to 20 years, this levy would last for three years and cost an additional \$0.84 per \$1,000 of assessed property value. Over its three-year term, the levy would generate \$21.2 million for the district.

The new elementary school is projected to cost \$52.5 million to build, with the proposed levy covering \$15 million of that cost. An additional \$21 million will come from available impact fees, and \$16.5 million will be provided by state funds.

Rodriguez explained that the design of the new elementary school has been revised to lower the final cost. The building's size has been reduced from 7,000 to 6,500 square feet, with cuts made to gym space, collaboration areas, corridors, front fields and a portion of the building's library.

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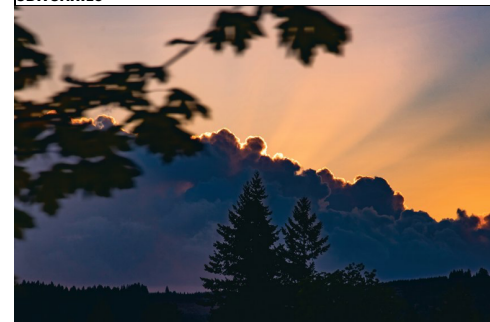


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Additionally, the capital and technology levy would support deferred maintenance for Union Ridge and South Ridge elementary schools. Rodriquez explained the two buildings need roof units replaced as soon as possible, as well as repairs to their HVAC systems. Deferred maintenance would cost no more than \$4.7 million. She highlighted the two buildings were built in the 1960s and '70s, respectively.

“Those roofs are well past their expected life. ... If you’ve ever been in like an old house, there’s just like [when] things break. They break down and you have to repair them, and there’s not been a lot of that repair work done because there’s not been funding to do it,” she said.

Additionally, the levy would pay \$500,000 for maintaining student and staff devices including laptops. This will continue the four-year laptop replacement cycle for students.

EP&O Levy

The district will also ask voters to approve renewing an existing educational programs and operations (EP&O) levy, which is set to expire in late 2025. The levy funds essential services such as basic staffing, programs, athletics and professional development.

Rodriquez noted the district will have two opportunities to send out a proposal to voters before the levy expires. Currently, the school district collects less than \$1.50 per \$1,000 in assessed property value. The board recommends renewing the levy with a cap of \$1.75 per \$1,000. The board will consider whether to run the EP&O levy in February or after the capital and technology levy is proposed.

The Board of Directors will meet at 5 p.m. on Tuesday, Dec. 10, at the Columbia Assembly Room in the Ridgefield Administrative and Civic Center, 510 Pioneer St., to vote on the capital and technology levy. If the board reaches a consensus, the proposal will be presented for a vote on Feb. 11. To learn more about the proposals, go to shorturl.at/fUgq1.

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Death notices: June 16, 2026 (/stories/death-notices-june-16-2026,404185)

Dale Julian, 89, of Vancouver, died June 10. Arrangements are under the care of Northwood Park Funeral Home & Cemetery, 360-574-4252. Anders

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Ridgefield School District puts two levies on February ballot; building third elementary school proposed

Replacement operations levy and new technology levy will be on ballot

By [Brianna Murschel](#) The Columbian Share ▾

Published: December 11, 2024, 1:44pm



Ridgefield High School Principal Christen Palmer, left, speaks during a December school board meeting at Ridgefield Administration and Civic Center. During the meeting, the school board voted to place two levies on

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The Ridgefield school board Tuesday voted unanimously to place two three-year levies on the Feb. 11 special election ballot.



The site of the proposed new elementary school located at 7025 N. 10th Street in Ridgefield. (Ridgefield School District)

[Photo](#)

The proposed replacement operations

levy would collect a total of \$44 million from 2026 to 2028, with an estimated tax rate of \$1.75 per \$1,000 of assessed property value.

The proposed capital projects and technology levy would collect \$21.2 million over the same period, with a focus on building a third elementary school and maintaining services. The projected capital levy rate would be 84 cents per \$1,000 of assessed property value.

The three-year levies require a simple majority to pass. If approved, they would go into effect in January 2026.



The capital levy proposed by the Ridgefield School District would fund deferred maintenance at South Ridge and Union Ridge elementary schools, which are both more than 60 years old. (Ridgefield School District) Photo

Two community members spoke at the meeting in support of the levies.

“As an educator, I’ve witnessed firsthand how investments in our schools strengthen the heart of our

community,” said Kerri Upton, vice president of Citizens for Ridgefield Schools and special education lead at Union Ridge Elementary School.

If both levies pass, the owner of a \$500,000 house would pay an estimated \$1,890 in annual property taxes in 2026. The cost includes the existing 2012 and 2017 existing bonds.

This year, the property tax rate for Ridgefield schools was \$2.53, which includes the current operations levy and existing bonds, and owners of a \$500,000 home paid \$1,265.

In August 2022, voters approved the current 2023-2025 operations levy of \$30.7 million, with an anticipated rate of \$1.50 per \$1,000 of assessed property value.

An unexpected increase in Ridgefield's property values meant taxpayers actually paid \$1.43 in 2023 and \$1.47 in 2024 per \$1,000 of assessed property value.

The operations levy “bridges the gap between state funding and the actual costs of funding our schools,” said Kelliana Cole, a Ridgefield parent and member of Citizens for Ridgefield Schools. “It funds teachers, classroom support, supplies, transportation and enrichment programs — all essential services that directly impact every student’s education and well-being.”

In the past, operations levy money has gone toward sports and activities, special education, student supports, staff professional development, facilities and operating costs.

About \$15 million from the capital levy, \$21 million in impact fees on new development and \$16.5 million in state funding would go toward building the elementary school, if the capital levy is approved.

“The capital and technology levy addresses the district’s most urgent needs, including the plans for a third elementary school to alleviate overcrowding,” Upton said. “This was developed through extensive community input.”

The district also plans to allocate funds from the capital levy to student and staff technology replenishment cycles, according to a November school board meeting presentation.

Bonds vs. levies

In the past 35 years, Ridgefield passed only four out of 17 bonds, according to district data. Voters in April rejected the most recent bond proposals, which would have collected between \$70 million and \$190 million.

Bonds are repaid with property taxes over as many as 40 years and must be approved by a 60 percent vote.

With feedback from community members about the April bond, the school board landed on the two proposed levies. The board and a crowd of about 30 clapped after each levy placement was approved.

“This is exactly what the community asked for: to use community input to inform your next ask and be smart about funding,” Cole said. “It leverages community voices and maximizes outside resources to address the need for a new elementary school.”