

APPENDIX E

RIDGEFIELD SCHOOL DISTRICT CAPITAL FACILITIES PLAN 2008-2014

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

2008-2014

BOARD OF DIRECTORS

**Julie Olson, Chair, Chair
Wendi Morris, Vice-Chair
Chris R. Swindell
Jeff Vigue**

SUPERINTENDENT

Art C. Edgerly

**Adopted by the Ridgefield School District Board of Directors
March 25, 2008**

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 over the next six years (2008-2014).

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 clearly identifies sources of public money for such purposes. The financing plan separates projects and portions of projects which add capacity 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.

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

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

B. Overview of the Ridgefield School District

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

The District serves a population 2,121 (Headcount October 2007) with two elementary schools (grades K-6), one middle school (grades 7-8), and one high school (grades 9-12). The District anticipates changing its current grade configuration when a new high school is built so that elementary schools serve grades K-5, the middle school serves grades 6-8 and the high school serves grades 9-12. For purposes of facility planning this CFP considers grades K-5 an elementary, grades 6-8 as a middle school, and grades 9-12 as a high school.

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

- Presently, each facility in the District is housing students in excess of the capacity of the facility. Portables are in use at each site and will continue to be used in the short term.
- The District has a limited history of passing capital project bond elections to address the needs of the growing student population. In November 2005 and May 2006 the voters did not pass bond issues that are required to construct a new high school. The District's voters did, however, approve a bond to purchase the high school property and they approved the most recent maintenance and operation levy.
- The District has placed a bond on the May 2008 ballot. If the bond is approved the District will have funds to build a new high school, convert the existing high school to a middle school and convert the existing middle school to additional elementary school capacity.
- Growth continues to be the most significant issue for the District as housing developments continue. Land is scarce and costly. Construction of new and renovated facilities is costly.

SECTION 2 DISTRICT EDUCATIONAL PROGRAM STANDARDS

School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the District's adopted educational program. The role that quality education plays in growing a strong local economy is vital. In order to accomplish the community value of having a strong local economy, schools must have quality facilities. These facilities serve as the supporting space for developing the whole child within a community to prepare them for a competitive global economy. The educational program standards which typically drive needs for educational space for students include grade configuration, optimum facility size, class size, educational program offerings, supplemental program offerings, specialty spaces, classroom utilization and scheduling requirements. In addition to student population, other factors such as collective bargaining agreements, government mandates, and community expectations affect classroom space requirements. Space is necessary for regular classrooms, the fine and performing arts, physical education, special education, Title I, Highly Capable, bilingual education, technological applications, computer labs, preschool and daycare programs, and other specialized programs. Space must be provided for common areas such as media centers, cafeterias, kitchens, and auditoriums. Space is needed for groups of students/staff to work together. These programs can have a significant impact on the available student capacity within school facilities. Further, the community expects all spaces to be well utilized during the school day and available after the school day for public use.

A. District Educational Program Standards:

Core programs include the following:

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

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

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

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

- Food service delivery, storage, preparation, and service require spaces that are specialty designed and equipped also need specific attention. As student populations increase, adequately calculating space needs for this core service is crucial to the overall planning of

the facility. Adequacy in planning for this space has significant impacts on the overall learning environment for students if not done appropriately.

- Transportation support centers are required to handle growing transportation needs.
- Maintenance support facilities must also be considered and are often overlooked as core support services.
- Administrative support facilities must also be considered and are often overlooked as core support services.

B. Elementary Educational Program Standards

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

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

C. Middle and High School Program Standards

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

- Class sizes for 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. However, the District strives to meet an average of 25 students in the core classrooms.
- Class sizes for high school grades 9-12 have various targets depending on various program and safety needs. However, the District strives to meet an average of 25 students in the core classrooms with the exception of PE, music, art, and theatre arts.
- The middle and high school classroom utilization standard is set at a factor of 85% (based on a regular school day).
- Special education services are provided in a self-contained classroom for some children, while others need highly specialized spaces.
- Students will also be provided other programs in classrooms designated as follows:
 - Specialty rooms (computer labs, individual and group study rooms, practice labs, production rooms).
 - Media Center/Library,
 - Program Specific Classrooms (science, music, theatre arts, art, career and technical education).

SECTION 3 CAPITAL FACILITIES INVENTORY

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

A. Schools

The District maintains two elementary schools, one middle school, and one high school. Elementary schools accommodate grades K-6, middle school serves grades 7-8 and the high school serves grades 9-12.

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

Table 1 – Elementary School Inventory

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

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

Table 2 – Middle School Inventory

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

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

Table 3 – High School Inventory

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

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

B. Portables

Portables are used on an interim basis to house students until funding can be secured to construct permanent facilities. The District currently uses 25 portable classrooms at various school sites for

special programs and basic education throughout the District. The number and location of the portables is shown in Table 4.

Table 4 – Portables Inventory

School	Portable Classrooms
South Ridge Elementary	4
Union Ridge Elementary	10
View Ridge Middle School	3
Ridgefield High School	8

C. Support Facilities

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

Table 5- Support Facility Inventory

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

D. Land Inventory

The District owns the following sites:

- 49.84 acre site located at 23800 NW Hillhurst Road, Ridgefield, WA 98642 that was purchased to build a new high school campus.
- .69 acre 200.04 x 150.03 single-family lot with small rental house located at 300 N. 5th St., Ridgefield, WA 98642 situated between Union Ridge Elementary and View Ridge Middle School.
- 23 acre site located at NE 10th Avenue and 239th Street, Ridgefield, WA 98642 that is being purchased for a future elementary school.

**SECTION 4
STUDENT ENROLLMENT PROJECTIONS**

A. Projected Student Enrollment 2007-2014

The District's enrollment projections are based on an estimate by the Office of the Superintendent of Public Instruction (OSPI). OSPI estimates future enrollment for all Washington State school districts using a modified cohort survival methodology. This methodology estimates how many students in one year will attend the next grade the following year by looking at historical data. The methodology also forecasts how many new kindergarten students will enroll based on the number of live births in the county and historical averages for the number of children that enter kindergarten relative to the number of live births. The enrollment forecast is more accurate in the earlier years and less accurate in later years.

Table 6- Enrollment Forecast

Grade	2007	2008	2009	2010	2011	2012	2013	2014
K	143	150	158	167	175	184	193	202
1	154	169	178	187	198	207	218	229
2	161	161	177	186	196	207	217	229
3	163	182	182	200	210	221	233	244
4	158	180	201	201	221	232	244	257
5	170	171	195	217	217	239	251	264
6	158	178	179	204	227	227	250	263
Total Elem	1107	1191	1270	1362	1444	1517	1606	1688
7	183	160	180	181	206	229	229	252
8	166	191	167	188	189	215	239	239
Total MS	349	351	347	369	395	444	468	491
9	159	176	202	177	199	200	228	253
10	182	160	177	203	178	200	201	229
11	162	175	154	171	196	172	193	194
12	162	140	151	133	148	169	149	167
Total HS	665	651	684	684	721	741	771	844*
TOTAL	2121	2193	2301	2415	2560	2702	2845	3023

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

SECTION 5 CAPITAL FACILITIES NEEDS

A. Facility Needs

Available facility capacity is derived by subtracting the existing student enrollment from the existing school capacity (excluding portable classrooms).

In 2014, the enrollment forecast projects that the District will be serving between 3,023 and 3,234 students, an increase of up to 1,113 students. This includes high school students that are currently attending high schools in other districts that the District anticipates will remain in the District when the new high school is constructed.

As shown in Table 7 below, the District does not have available capacity to serve the current and forecast enrollment. Approximately 487 students (or roughly 23% of the enrolled students) currently attend classes or programs in portables. In 2014, approximately 1,389 students (or about 45% of the enrolled students) will be attending classes or programs in portables if the planned improvements are not constructed. Once the planned facility improvements are constructed, less than 100 of the forecast students will attend classes in portables.

Table 7 – Enrollment and Capacity

Facility	Existing Enrollment	Existing Capacity	Existing Need	2014 Enrollment	2014 Need (no improvements)
Elementary Schools (K-6)	1,107	850	257	1688	838
Middle School (7-8)	349	297	52	491	194
High School (9-12)	665	487	178	844	357 (+211)*
Totals	2,121	1,634	487	3,023	1,389

*The District anticipates that approximately 211 high school students (25% of the enrolled high school students) that attend schools in other districts pursuant to boundary exceptions will attend the new high school.

The District's current capacity, its educational programs, standard of service and enrollment forecast is used to determine its facility needs. As shown in Table 7, the District needs to expand its capacity to serve 838 K-6th grade students, 194 7th and 8th grade students and 568 high school students. The District meet this need for additional capacity by building a new 1,200 student high school, converting the existing high school to a middle school, converting the existing middle school to an elementary school. Sometime after 2011, the District will expand the capacity at converted and reconfigured elementary and middle school. Table 8 shows the capacity that will be added by constructing these improvements and the resulting capacity in 2014.

Table 8 – Facility Improvements, Added Capacity, 2014 Capacity, Enrollment and Need

Facility Improvements	Added Capacity	2014 Capacity	2014 Enrollment	2014 Need
Convert Old Middle School, Expand and Improve Elementary Schools	203*	1,350	1,425	75
Convert Old High School to Middle School, Expand and Improve Middle School (6-8)	313**	800	754	0 (46 vacant seats)
New High School (9-12)	1,200	1,200	1,055***	0 (145 vacant seats)
TOTAL	1,716	3,350	3,234	75

*The added capacity at the elementary school will occur in phase 2 when the elementary schools are improved and expanded. The added capacity does not include capacity for 297 students that will be served in the existing/old middle school when it is converted to elementary school capacity. That capacity is treated as existing capacity because it is making a different use of an existing building.

** The added capacity at the middle school will occur in phase 2 when the middle school is improved and expanded. The added capacity at the middle school assumes that the existing middle school is used for elementary school and the capacity for 487 students at the existing high school is converted to capacity for the middle school. Similar to the conversion of the middle school capacity to elementary school capacity, the capacity that exists by converting the use of the old high school to a middle school is not counted as additional middle school capacity because the district is just making different use of an existing building.

***The forecast enrollment includes 211 students (or 25% of the 844 forecast students) that the District anticipates will no longer choose to attend high schools in other districts when the new high school is complete.

As shown in Table 8, the planned improvements will increase capacity to serve existing un-housed students and forecast future growth. However, as the planned improvements are completed and looking to the year 2014 with the anticipated continued growth, there will be a need to construct a new elementary school and to acquire property for a new middle school.

The District is going to fund and construct the necessary improvements in two phases. The first phase consists of construction of the new high school, conversion of the existing high school to a middle school and conversion of the existing middle school to elementary school capacity. Those improvements will be funded with the bond that is on the election in May, 2008. The second phase of construction will consist of improvements and expansions at the middle school and two elementary schools.

Table 9 lists the facilities that are planned, the total cost to construct the facilities, the additional capacity the facilities will provide and the percentage of the costs for the additional capacity that is attributed to serve forecast growth. Because impact fees cannot be assessed to remedy existing deficiencies, not all of the costs to add capacity are attributed to growth. In addition, because the District will not be expanding the capacity at the existing facilities for middle and elementary school students until sometime after 2011 when additional bond proceeds are available, that portion of the cost attributed to growth for the middle school is not included in the impact fee calculation.

Table 9 – Facilities, Additional Capacity and Costs

Needed Facility Improvements	Additional Capacity*	Total Project Cost	Cost to Add Capacity**
New High School	1,200 total (535 for growth)	\$75,300,000	\$33,132,000
Convert High School to Middle School and Expand Middle School	313	\$26,233,557	\$7,043,201
Convert Middle School to Elementary School and Expand Elementary Schools	203	\$40,668,616	\$6,960,006

*Additional capacity is the capacity that is being added with all of the identified improvements (phases 1 and 2), minus the capacity that currently exists with the current high school capacity being accounted for as middle school capacity and the current middle school capacity being accounted for as elementary school capacity.

**The cost for additional capacity is based on information from the District’s architect and represents ONLY that portion of the costs that are related to building the new high school and expansions at the existing schools. It only includes the portion of the new high school that exceeds the current enrollment (or the cost for the added capacity) and it does NOT include costs for modernizations and improvements that are being constructed to improve the existing facilities.

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

The District's planned improvements that will add capacity are dependent upon the passage of bond issues. It is not the District’s policy to include portable classrooms when determining future capital facility needs. Facility needs are expressed in terms of “unhoused students” or students that cannot be housed in permanent (brick/mortar) facilities and therefore attend basic education classes in portable classrooms. In order to serve the “unhoused students” on a short-term and immediate basis to serve growth, the District may need to purchase and utilize portable classrooms. This plan incorporates those facilities. The cost of the portables is not included in the impact fee calculation; however, impact fee revenue can be available to fund portable facilities if these facilities are needed to serve growth.

**SECTION 6
CAPITAL FACILITIES FINANCING PLAN**

A. Planned Improvements

At the time of preparation of this Plan, the District has called an election on a bond issue that will fund construction of the new high school, conversion of the existing high school to a middle school and conversion of the existing middle school to additional elementary school capacity. Additional improvements and expansions to the existing elementary schools will require additional funding.

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

B. Financing for Planned Improvements

1. General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to approve the issuance of bonds. Bonds are then retired through collection of property taxes. The District must pass bonds since bond proceeds are the primary source of funding for the capital improvements listed in this plan. As reflected in Table 10B, approximately \$135 million (out of the \$154 million that is needed to fund all the facility improvements) is expected to come from bond proceeds. Of the \$135 million, \$85 million will be voted on at the election in May, 2008. After the new high school is constructed, the District will call another election on a bond measure that will fund improvements and expansions at the reconfigured middle and elementary schools.

2. State Match Funds

State match funds come from the Common School Construction Fund ("the fund"). Bonds are sold on behalf of the Fund, and then retired from revenues accruing predominantly from the sale of timber from the common school lands. If these sources are insufficient, the Legislature can appropriate funds or the State Board of Education can change the standards. School districts may qualify for state match funds for specific capital projects based on a prioritization system. Based on the District's assessed valuation per student and the formula in the state regulations, the District anticipates it will receive \$9 million in state match to pay a portion of the cost for the new high school. Additional state match will be sought for modernizations, improvement and expansions for middle and elementary school capacity.

3. Impact Fees

Impact fees are a means of supplementing traditional funding sources for construction of public facilities needed to accommodate new development. School impact fees are generally collected by the permitting agency at the time plats are approved or building permits are issued. The District has approximately \$3 million in impact fees that will be applied towards facility improvements identified in this Plan that add capacity, including portables. The growth that is forecast in this CFP is estimated to generate an additional \$7 million, which also will be used to pay for facility improvements identified in this CFP.

4. Six-Year Financing Plan

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

Table 10A- Capital Facilities Cost

Project	Total Cost	Portion of Cost Allocated to Growth*
New High School	\$75,300,000	\$33,132,000
High School Conversion to Middle School	\$26,233,557	\$0
Middle School Conversion to Elementary School	\$9,863,209	\$0
Elementary School Improvements and Expansion	\$40,805,407	\$0
Future School Sites	\$1,800,000	\$0
Portables	\$375,000** (75,000 per classroom)	\$0
TOTAL	\$154,377,173	\$33,132,000

* The cost that is allocated to growth is that portion of the total cost that will add capacity to serve the forecast growth in the next six years. The District is not allocating a portion of the cost for the middle and elementary school expansions to growth until after the high school is complete and another bond issue is placed before the voters. The District is not allocating a portion of the cost for future schools sites until the District is in a position of developing plans to construct school facilities on those sites. Lastly, because the portables will be used to provide temporary capacity that is necessary until permanent facilities are constructed, the cost for portables is not being allocated to growth.

** With the passage of the bond measure and construction of the high school, the District will likely need to add about 5 portable classrooms at the middle and elementary schools sites to serve the growth that will occur before the permanent improvements are made at those schools. If there are delays in approving the bond measure that is necessary to construct the new high school, the District would serve the growth on an interim basis by adding 15 portable classrooms. The cost estimate above assumes the bond will be approved and the District will only need to add 5 portable classrooms.

Table 10B- Sources of Funds

	Bonds	State Match	Impact Fees
Secured	\$0	\$0	\$3,200,000
Unsecured	\$135,085,173*	\$9,000,000**	\$7,092,000
TOTAL	\$135,085,173	\$9,000,000	\$10,292,000

*Of the \$135 million, \$85 million will be voted on by voters at an election in May, 2008.

** The District anticipates receiving \$9 million for construction of the new high school when the bond is approved. The District may be eligible for additional state matching funds when it improves and expands the reconfigured middle and elementary school, however, the amount of state funds is too uncertain that this time to include in the forecast unsecured funding. If additional state match is awarded, the District will reduce the amount of funds it seeks in a proposed bond measure.

**SECTION 7
SCHOOL IMPACT FEES**

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

A. School Impact Fees

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

B. Methodology and Variables Used to Calculate School Impact Fees

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

C. Proposed Ridgefield School District Impact Fee Schedule

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

Single Family:	\$ 4,490.97
Multi-Family:	\$ 2,314.65