

**LA CENTER SCHOOL DISTRICT  
CAPITAL FACILITIES PLAN  
2019-2025**

**BOARD OF DIRECTORS**

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**Adopted by the La Center School District  
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March 26, 2019**

## **SECTION 1 – INTRODUCTION**

### **Purpose of the Capital Facilities Plan**

The Washington Growth Management Act (GMA) outlines broad goals including adequate provision of necessary public facilities and services. Schools are among these necessary facilities and services. The public school districts serving Clark County residents have developed capital facilities plans to satisfy the requirements of RCW 36.70A.070 and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts.

This Capital Facilities Plan (CFP) is intended to provide the La Center School District (the “District”), Clark County and the City of La Center a description of facilities needed to accommodate projected student enrollment at acceptable levels of service along with a financing program for capital improvements through 2024.

In accordance with GMA mandates, and Clark County and the City of La Center Impact Fee Ordinances, this CFP contains the following required elements:

- The District’s Educational Program Standards (Section 2 of this document), which is based on a program year, class size by grade span, number of classrooms, types of facilities, and other factors identified by the District, including teacher contracts and funding requirements.
- Existing Capital Facilities Inventory (Section 3 of this document) owned by the District, listing the locations and student capacities of the facilities.
- Student Enrollment Projections (Section 4 of this document) for each grade span (elementary, middle and high).
- A description of Capital Facility Needs (Section 5 of this document) and school sites, along with estimated capacity expansion and costs.
- A six-year plan for Capital Facilities Financing (Section 6 of this document) within projected funding capacities, which clearly identifies sources of public money for such purposes.
- Impact Fee Calculation (Section 7 of this document) to be assessed and support data substantiating said fees.

### **Overview of the La Center School District**

The La Center School District is comprised of approximately 38 square miles of northwestern Clark County, Washington. It currently serves residents from the City of La Center’s Urban Growth Area and from unincorporated Clark County.

The district is bordered by the Woodland School District to the north, the Green Mountain School District to the northeast, the Battle Ground School District to the southeast and the Ridgefield School District to the west. Serving a total student population of 1,704 students

(May 2017 enrollment), the district offers one elementary school (grades K-5), one middle school (grades 6-8) and one high school (9-12). The district also manages a Home School Academy (Grades K-12).

In Winter 2017-18 the District expanded its boundary west to I-5 in an acquisition from Ridgefield School District. The new boundary incorporates approximately 60 additional parcels of land that brings the District's border out to I-5 and encompasses the industrial and commercial development areas being developed in response to the Ilani Casino Complex on the west side of I-5 at the La Center exit.

The district owns two parcels of currently undeveloped land. In 2008, the District purchased a 17-acre parcel on Bolen Rd that may be used at a future time for the construction of a new elementary school. In 2018, the District purchased a 23-acre parcel on Lockwood Creek Dr. that will be the site of a new middle school currently under planning/construction (Figure 1) and expected to open in Fall 2020. Funding was secured in Feb. 2018 when the District passed a 48.093 million dollar bond for the construction and planning of the new middle school. Additional developments continue all around La Center, leading to an expectation of strong continued growth.



Figure 1

## **Significant Issues Facing the La Center School District**

The most significant issues facing the District relative to facility planning are the impacts of growth caused by proximity to I-5 known as the “Discovery Corridor” as articulated in Clark County and the town of La Center’s current Growth Management Plan. Transportation access and expanding Urban Growth Boundaries (UGB) towards the La Center Junction on I-5 are already creating a significant impact on residential development within the district.

Due to the expansion of the district by acquisition of the properties immediately to the east of I-5, the school district hopes to benefit from some of the industrial and commercial businesses expected to populate the area directly east of the Ilani Casino Complex. Currently, the area remains undeveloped and the residential expansion occurring in the meantime is creating an even greater burden on the residential taxpayer to fund facility needs, because La Center has virtually no commercial and no industrial tax base within District boundaries that are needed to meet these increasing facility demands.

### **Long-Range Projection of Facilities Needs**

In addition to the district’s issues with a growing population, the continued uncertainty regarding implementation of legislation that was intended to address the Washington Supreme Court’s McCleary Decision makes long-term planning difficult. Until the issue is solved, the district will continue to face this inequity of appropriate tax base diversification and will have to address the impacts of this growth without adequate funding by the state to meet the demand. The district plans to continue its efforts to change this inequity by working with the Regional Committee for School Boundaries, the state legislature and if needed the court system until this inequity is corrected.

## **SECTION 2 – DISTRICT EDUCATIONAL PROGRAM STANDARDS & FRAMEWORK**

### **District Educational Program Standards Framework:**

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 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 education 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, tutorial support, technological applications, computer labs, preschool 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 and staff to work together. These programs can have a significant impact on the available student capacity within

school facilities. Furthermore, the community expects all spaces to be well utilized during the school day and available after the school day for public use.

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 sinks, gas, safety equipment). Students must achieve rigorous state mandated science standards. This requires specialty space that is not met by adding portables.
- 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. Playground space for K-5 students is provided using a hard surface space that includes a covered play shed and permanent play equipment area. There is also a grass play area for K-5 students adjacent to the cafeteria. Students in grades 6-8 currently use the gym and halls during lunch breaks, as well as a field space adjacent to the middle school gym when weather permits its use. The new middle school will provide indoor and outdoor eating areas and ample field space for 6-8 student use.
- 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. Music instruction takes place with specifically designed spaces in the middle and high schools. Elementary instruction is done within a regular classroom space.
- 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.
- Extracurricular activities need adequate space in order to safely support program activities. Athletic activities (games and/or practices) are completed using gym spaces at all three school buildings, field spaces and/or common spaces within the buildings. Art, music, and theatre performances for K-8 are currently completed in the middle school gym, while all high school performances are done in the commons area where there is a stage area. It is expected that the new Middle School will provide an additional performance space.

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, handing changes, and the introduction of new technological applications, which meet the needs of students. Internal influences include an increase in the number of high needs IEP students, modifications to the program year, class size, grade configurations, and facility changes.
- Special populations receive special support. Specialty space is essential to the delivery of this support. Federal and state programs, including Title 1 Reading, Highly Capable and Bilingual, receive limited funding. 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 programs to develop early childhood literacy skills, and vital to the community. Offering full day, every day Kindergarten will be required of the district in 2017-18. These programs require specialty and additional space, which is not funded by the state.
- Supplementary services in core academic areas (tutoring, online 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 as 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 with specific attention. As student populations increase, 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. Food services are provided by a facility on each campus that stores, prepares and serves both breakfast and lunch to students and staff. The high school facility must do this by serving lunch in two separate shifts. The elementary and middle school students currently share the same cafeteria space, so they must coordinate lunch schedules across all grades K-8 using multiple shifts. The construction of the middle school will allow for K-5 and 6-8 students to have their own cafeteria spaces.
- Maintenance support facilities, including adequate storage of district supplies, materials and testing documents, must also be considered and are not counted as core support services nor funded by state allocation.
- Administrative support facilities must be provided, but are not counted as core support services nor are they funded by state allocation.

## **District Educational Program Standards**

The La Center School District provides the above described core program and specialized services for one elementary school (grades K-5), one middle school (grades 6-8) and one high school (grades 9-12). The standards and capacity for each school are described below.

### **Elementary School (K-5)**

The elementary school, which will include all four buildings located at 700 East 4<sup>th</sup> Street, when the new middle school opens in Fall of 2020, will provide instruction in all core subject areas including reading, writing, math, social studies and science. All students receive instruction in P.E. and music. Technology instruction will be done within the classroom as the district phases out its central technology labs. Art and science instruction is completed within the classroom space. A library will be used to provide access to reading materials and research information.

Capacity at the elementary school is based on the number of permanent classrooms that are used for instruction 50% or more of the day and the District's standard of service, which is a student teacher ratio of 19:1 per classroom for grades K-3 and 20:1 for grades 4-5. Capacity for the elementary school assumes capacity that currently exists for grades 6-8 in Building 100 will be available for student enrolled in grades K-5. Capacity does not include the additional accommodations attributed to portables.

## Middle School (6-8)

In the Fall of 2020 the District will open a new middle school, which provide instruction in the core disciplines of English, mathematics, social studies, science, P.E. and music. All art and technology instruction will be done within the classroom space. Science instruction in grades 7 & 8 will be done in specialized science classrooms. Grade 6 science will be completed within a regular education classroom space. A library will be used to provide access to reading materials and research information.

Capacity at the new middle school is based on the number of permanent classrooms that will be used in the new school for instruction 50% or more of the day, the District's standard of service, which is a student teacher ratio of 22:1 per classroom. Capacity also is based on an 83% utilization factor for the 7<sup>th</sup> and 8<sup>th</sup> grades, which accounts for time that 7<sup>th</sup> and 8<sup>th</sup> grade classrooms are used for teacher preparation. Capacity equation does not include the additional capacity attributed to portables.

## High School (9-12)

The high school provides course work in English, history, science, mathematics, P.E., foreign language, music and art. Additionally, CTE offerings are completed in instructional spaces specifically designed for business education, woods, small engines and metal working/fabrication. Technology instruction is done in the business technology lab or within the classroom spaces. The library also offers significant technology access for students. The library is used to provide access to reading materials and research information.

Capacity at the high school is based on the number of permanent classrooms that are used for instruction 50% or more of the day, the District's standard of service, which is a student teacher ratio of 22:1 per classroom and a utilization factor of 83%. The utilization factor accounts for time that 9<sup>th</sup> – 12<sup>th</sup> grade classrooms are used for teacher preparation. Capacity equation does not include the additional capacity attributed to portables.

## SECTION 3 – CAPITAL FACILITY INVENTORY

The District is in the process of constructing a new middle school and will convert the existing middle school building for additional elementary school capacity. The capacity that currently exists is described below the tables and the capacity that will exist when the new middle school is complete is listed in the tables.

### Elementary School

School	Location	Total Bldg. Sq. ft.	Current Enrollment	Capacity*	Number Of Portables**
La Center Elementary School (K-5)	700 East 4 <sup>th</sup> Street	94,677	747	778	8

\* The capacity that exists prior to completion of the new middle school and conversion of the existing middle school into additional capacity for K-5 students is for 463 students. Converting the building that is currently used for middle school school students will add capacity for another 315 students, taking the total capacity to 778.

\*\* This is the current number of portables that exist on the K-8 campus. There are two classrooms in each portable. The number, use and location of portables will be updated when construction of the new middle school is complete.

The four existing buildings that are located at 700 E 4<sup>th</sup> Street will be evaluated and changes will be made to maximize efficiency and use for elementary core programs and specialized services, which will include the elementary school office, library, gymnasium, performance area, kitchen/eating space and indoor/outdoor play areas. Converting Building 100 from use for 6-8 students to K-5 students will increase elementary school capacity to 778, leaving a little room to grow.

### Middle School

School	Location	Total Bldg. Sq. ft.	Current Enrollment	Capacity*	Number Of Portables**
New Middle School (6-8)	NE Lockwood Creek Drive La Center	TBD	391	465	2

\* The capacity that currently exists is for 315 middle school students. That capacity will be converted to use by elementary school students. The new middle school is being designed to serve 465 students.

\*\* This is the current number of portables that exist on the K-8 campus. There are two classrooms in each portable. The number, use and location of portables will be updated when construction of the new middle school is complete.

Planning is underway for the new Middle School. The total building square footage has not yet been determined and will be based, in part, on what is needed to accommodate program and specialized needs, construction costs and what the District is able to do with the funds it has. One design priority is to build classroom and core space that is sufficient to serve 465 students.

### High School

School	Location	Bldg. Sq. ft.	May 2017 Enrollment	Capacity	Number Of Portables
La Center High School (9-12)	725 Highland Road La Center, WA 98629	93,634	550	402	3

Capacity at the high school has not changed. Additional capacity will be provided through temporary use of portables, until bonds and state match are available to fully fund permanent facilities.

### Non-Instructional Facilities/School Owned Property

Type	Location
Building 500 / Cafeteria	700 East 4 <sup>th</sup> Street, La Center, WA 98629
District Office	725 Highland Road, La Center, WA 98629
Maintenance Barn	700 East 4 <sup>th</sup> Street, La Center, WA 98629
Storage Building	700 East 4 <sup>th</sup> Street, La Center, WA 98629
Covered Play Area	700 East 4 <sup>th</sup> Street, La Center WA 98629
17 Acres (future school site)	Bolen Rd and 14 <sup>th</sup> Ave., La Center, WA



## SECTION 4 – STUDENT ENROLLMENT PROJECTIONS

Forecasting student enrollment, especially in changing economic times, is difficult because the District cannot be certain of the timing for housing construction or the demographics for students living in new housing.

The Office of the Superintendent of Public Instruction projects enrollment for districts based on cohort survival, which does not take local development or circumstances into account. OSPI’s forecast enrollment for the District shows limited to no growth. However, it doesn’t take into account students that are forecast to live in new housing.

The District engaged a consultant to prepare an enrollment study using various tools to analyze growth. The table below reflects the enrollment forecast based on existing enrollment, cohort progression, vacant buildable residential lands and approved developments in the City of La Center and unincorporated Clark County. It is an aggressive forecast that assumes residential development that is already approved or planned will occur as approved and planned.

### Enrollment Forecast

Grades	Current Enrollment	2019	2020	2021	2022	2023	2024	2025
K-5	758	781	801	825	847	868	887	910
6-8	441	454	467	480	493	506	516	529
9-12	555	572	588	605	622	638	650	666
<b>Total</b>	<b>1,754</b>	<b>1,807</b>	<b>1,856</b>	<b>1,910</b>	<b>1,962</b>	<b>2,012</b>	<b>2,053</b>	<b>2,105</b>

## SECTION 5 – CAPITAL FACILITY NEEDS

The District’s facility needs are determined by subtracting the existing capacity from its forecast enrollment. The District currently has the capacity to serve 1,180 students. In 2025 the District’s enrollment will be approximately 2,105. The primary needs are at the elementary and middle school, as shown below.

### Facility Needs to Serve Growth

Facility	Current Capacity	Forecast Enrollment 2025	Facility Needs
Elem (K-5)	463	910	447
Middle (6-8)	315	529	214
High (9-12)	401	666	265
<b>TOTAL</b>	<b>1,180</b>	<b>2,105</b>	<b>926</b>

To serve forecast growth, the District will construct a new 465 student middle school and make improvements to the old K-8 building for its new role as K-5 only. These improvements will add capacity for an additional 315 elementary school students and an additional 150 middle school students (growing from existing capacity of 315 to new capacity of 465).

After the new middle school is complete the District will evaluate needs to either construct a new elementary school or to add on to the existing high school, or both. The cost for the new middle school, including the property it sits on, the cost to convert the existing middle school to elementary school capacity, and the cost for property where a future elementary school may be built to accommodate growth are below. The costs to increase capacity at the high school will be addressed in a future Capital Facility Plan when need and funding are more certain.

### Planned Improvements and Facility Costs to Address Needs

Project Description	Cost Estimate of Needed Facilities	Added Capacity**
New 6-8 Middle School*	\$44,557,226	465
Infrastructure upgrades to convert existing K-8 Campus to K-5 Campus)	\$1,118,000	465
23-acre land purchase for new 6-8 Middle School	\$1,300,000	465
17-acre land purchase for potential future Elementary School	\$575,000	0
Portable Classrooms	\$400,000	0***

\* Although the District initially intended to build an Elementary School, community feedback led to a decision to build a middle school instead on a new 23-acre parcel of land the District purchased that is much closer to the existing two campuses. The construction of the school is planned for completion in Fall of 2020. New growth prior to opening will be addressed with portables. There is sufficient land to build a new elementary school on the site of the new middle school. Planning for the new middle school is proceeding with an eye towards this eventual construction.

\*\* The added capacity is being provided through construction of a new middle school and improvements and changes to the existing K-8 so it can be used solely as an elementary school. There will be capacity for an additional 315 elementary school students by moving existing middle school students out of the existing building into the new school, and the new middle school will serve an additional 150 students.

\*\*\* Portables are necessary and add temporary capacity but they are not counted as permanent capacity, and are not included in the costs that are used to calculate the school impact fees.

The additional capacity that will be provided is based on the anticipated number of new classroom spaces and core area that will be provided when the new middle school and elementary school improvements are complete. The cost for the new middle school and elementary school improvements is based on the architect's and project manager's estimates.

To accommodate growth on a short term and immediate basis, the La Center School District may purchase and utilize portable classrooms and this plan incorporates those facilities and the equipment and furniture necessary to equip these classrooms in the District’s project list. Impact fee revenue can be available to fund portable facilities if these facilities are needed to serve growth.

## SECTION 6 – CAPITAL FACILITIES FINANCING PLAN

### Secured Finance Plan

The District has collected bond proceeds and impact fees in an amount that is expected to cover most of the costs to build the new middle school, to convert the existing middle school into an elementary school and to pay for property. The amount of secured fees are identified in the table below.

### Unsecured Finance Plan

The only source of unsecured capital project funds currently planned for is impact fees. The amount of unsecured impact fees the District anticipates it will collect is based on an assumption that building permits will continue to be issued at a constant rate that is similar to that observed over the past three years and the fee amounts will remain the same. If there is a decrease in the number of building permits that are issued for single family homes in the District, or the impact fee amounts are decreased, the District will collect less impact fees, if there is an increase in the number of building permits that are issued or an increase in the impact fee amounts, the District will collect more impact fees.

When the District is prepared to construct a new elementary school or to expand the capacity at the high school, the Capital Facility Plan will be updated and the secured and unsecured funds for those improvements will be identified.

### Finance Plan

Type	Amount
Secured Capital Project Funds (bond proceeds and impact fees as of 6/1/2108)	\$46,975,226
Unsecured Funds (forecast impact fees)	\$2,614,596
<b>TOTAL</b>	<b>\$49,589,822</b>

## SECTION 7 – SCHOOL IMPACT FEES

### Impact Fee Explanation

The Growth Management Act (GMA) authorizes local jurisdictions to collect impact fees to supplement funding of additional public facilities needed to accommodate new development. Local jurisdictions in Clark County have adopted impact fee programs that require school districts to prepare and adopt Capital Facilities Plans. Impact fees are calculated in accordance with the local jurisdictions’ formula, which is based on school facility costs to serve new growth.

The District’s impact fees have been calculated utilizing the formula in the Clark County and

City of La Center Impact Fee Ordinance. The resulting figures, in the attached Appendix A, are based on the District's cost per dwelling unit for the improvements in Section 5 of this Plan that add capacity to serve new development. Credits have also been applied in the formula to account for State Match funds the District could receive and projected future property taxes that will be paid by the owner of the dwelling unit.

Calculated Impact Fees

Single Family:	\$3,501.57
Multi-Family:	\$3,104.28