

WASHOUGAL SCHOOL DISTRICT

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WASHOUGAL SCHOOL DISTRICT

CAPITAL FACILITIES PLAN

2022 - 2027

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I. INTRODUCTION

A. Purpose of the Capital Facilities Plan

The Washington State Growth Management Act (the “GMA”) includes public school facilities and services that must be provided as cities and counties plan for growth. 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 Washougal School District (the “District”) has prepared this Capital Facilities Plan (the “CFP”) to provide Clark County (the “County”) and the cities of Washougal and Camas (the “Cities”) with the District’s anticipated capital facility needs and the District’s schedule and financing plan for those improvements over the next six years (2022 - 2027).

In accordance with the Growth Management Act and the County and City Impact Fee Ordinances, 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, including teacher contracts and funding requirements,
- 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.
- Future enrollment forecasts for each grade span (elementary, middle, and high schools).
- 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 that respond to growth from those that do not, since the latter are generally not appropriate for impact fee funding.

B. Overview of the Washougal School District

District Overview and Strategic Facility Planning

The Washougal School District is located in southwest Washington and serves residents of

Washougal, Camas, and unincorporated Clark County, as well as the Columbia River Gorge communities in the Cape Horn area of Skamania County. The District spans a long, narrow band of land stretching from the Columbia River on the south to the White Pass School District boundary in Lewis County. This unique geographic configuration includes parts of both Clark and Skamania Counties and borders two additional counties—Cowlitz and Lewis—to the north and west. The District is bordered by seven school districts to the west—Camas, Hockinson, Battle Ground, Woodland, Kalama, Kelso, and Toutle Lake—and by the Skamania School District to the east. The northern section of the District encompasses uninhabited wilderness around Mt. St. Helens in the Gifford Pinchot National Forest. Jemtegaard Middle School is located within the boundaries of the Columbia River Gorge National Scenic Area.

As of May 2025, Washougal School District serves approximately 2,558 full-time equivalent (FTE) students. Of these, 1,170 attend four elementary schools (PreK–5), 572 attend two middle schools (6–8), and 776 attend one high school and one K–8 virtual alternative school with 40 students attending. For facility planning purposes, this Capital Facilities Plan defines grade bands as PreK–5 for elementary, 6–8 for middle, and 9–12 for high school.

In February 2025, the District re-evaluated enrollment forecasts and student generation rates using information provided by OSPI and other recognized methodologies. These included analysis of land development trends, housing starts, and local residential construction. The resulting projections, combined with demographic data and development activity, inform both short- and long-term planning reflected in this updated Capital Facilities Plan.

According to the City of Washougal’s Comprehensive Plan, the city’s population is expected to grow by approximately 6,700 residents over the next 20 years, reaching nearly 25,000 by 2045. This growth includes the development of more than 3,700 new housing units, many of which are expected to house families with school-age children. Major residential and mixed-use developments such as the Pendleton District and Hyas Point are anticipated to bring hundreds of new homes to the area. These factors point to a likely increase in student enrollment over time.

In response, the District must proactively plan to meet both current and future educational facility needs. In the near term, the most pressing challenge is to update and modernize existing infrastructure to ensure that facilities remain safe, functional, and supportive of student learning. Over the next six years, the District will focus on renovating aging facilities, expanding capacity for program growth, and improving outdoor and shared spaces that benefit both students and the broader community.

At the same time, strategic long-term planning is essential. With limited land availability and increasing development pressure, it is critical for the District to explore property acquisition options now to secure viable sites for future schools. Delaying this action could result in higher

costs and fewer location choices, making it more difficult to accommodate projected enrollment increases.

Ultimately, preparing for enrollment growth and maintaining high quality facilities are essential to the District’s mission. Our schools must provide environments that not only support foundational learning but also equip students with the skills and traits—such as critical thinking, collaboration, innovation, and adaptability—needed to thrive in a global economy. By aligning facility planning with instructional vision and community growth, Washougal School District reaffirms its commitment to helping all students reach their full potential.

Accordingly, the District’s facility planning is focused on three critical areas:

1. Land Acquisition for Future School Sites

With increasing development and limited available land, the District is actively studying the purchase of additional property for future schools. Acquiring land now will ensure the ability to respond to future enrollment needs and protect against cost increases and land scarcity.

2. Infrastructure Modernization

Many District facilities are aging and require updates to remain safe, functional, and aligned with modern learning needs. This includes increasing space for program growth, addressing mechanical and structural improvements, and expanding the District’s maintenance and warehouse storage capacity to better manage equipment, supplies, and seasonal needs.

3. Enhanced Safety and Outdoor Learning Environments

To reduce theft and better protect District assets, planned upgrades to security systems include improved access controls and surveillance technology. Simultaneously, outdoor spaces—playgrounds, athletic fields, and green spaces—must remain welcoming, safe, and reflective of the pride our community holds in its schools. These areas serve not only students but the broader community as hubs of recreation, connection, and shared experience.

Washougal School District is proud of the strong support it receives from the community and is committed to maintaining modern, functional facilities that reflect community values and serve all residents. Quality school facilities attract families, contribute to property values, and support a thriving local economy. As the city grows and evolves, the District remains focused on long-range educational, financial, and operational planning that ensures we continue to meet the needs of current students while preparing for those yet to come.

Investing in our schools—through property acquisition, modernization, and outdoor facility

upgrades—is not just about keeping up with growth. It is about creating the conditions where students can thrive, where the community can gather, and where Washougal fulfills its vision of being known for educational excellence, innovation, and a strong, connected community.

II. DISTRICT EDUCATIONAL PROGRAMS AND STANDARDS OF SERVICE

To provide quality education, the District must have quality facilities. Facilities provide the physical structure necessary for achieving educational goals established by the Board of Directors. School facility needs are dictated not only by student enrollment, but also by the space required to accommodate the District’s adopted educational program. Beyond regular education, the District also provides specialized programs with unique facility needs such as special education, dual language programs, technology education, transitional kindergarten, early learning programs and after school programs.

The District’s program and educational standards for 2025 are summarized below. The program and educational standards may vary during the six-year CFP window. Absent significant changes in factors that are beyond the District’s control, the District will provide the following programs and standards of service. If significant changes occur that require new facilities or improvements, beyond what is identified in this CFP, the District will prepare and submit an updated CFP to the County and Cities.

A. District-wide Educational Programs

The District’s core services and program offerings include the following:

- Elementary schools provide education in all core subject areas including reading, writing, math, social studies and science. In addition, students participate in P.E., music, art and library programs weekly.
- Middle schools provide instruction in the core disciplines of English, mathematics, social studies, science, P.E., music, art and CTE. Students have elective offerings available including robotics, music and art. An extracurricular sports program is offered after school to students in 7th and 8th grades. 6th graders are able to participate in cross country and wrestling.
- High schools provide course work including English, history, science, mathematics, P.E., music, art and CTE. Additional offerings include career and technical education programs, career counseling, access to Running Start at Clark College, and Advanced Placement courses. An extracurricular program includes clubs, athletics, arts, etc.
- The District provides science classroom space supporting advanced coursework at the secondary level that require water, sinks, gas, hoods, safety equipment, etc. Schools are

working to meet expanded science standards and this will require spaces that cannot typically be met by adding portables.

- The District will need to upgrade elementary, middle school, and high school spaces supporting health, fitness, fine arts and extracurricular activities. This includes replacing the turf and gym floor at the high school.
- Technology access is necessary and expectations are increasing. Technology (either within the classroom or in dedicated labs) takes extra space that is not calculated in current state square footage allowances but is necessary for student learning. Technology support and infrastructure needs are also increasing, including the installation of fiber optic cable to Jemtegaard and Canyon Creek Middle School as well as Cape Horn Elementary.
- Beginning in the fall of 2022, the District added Transition to Kindergarten. For the 2024-25 school year the District has one Transition to Kindergarten in each elementary school.
- Library/Media demands are crucial. In an information driven environment, access to knowledge through appropriately sized library/media spaces is essential.
- Extra-curricular activities need space in order to be supported properly.
- Supplementary services in core academic areas and multiple pathways that prepare students for a broader range of post-secondary learning opportunities require additional space and spaces that are modernized to reflect industry standards to replicate the real-life working environments for our students to gain quality learning experiences in these post-secondary fields.

In addition to the above core educational programs, the following support services are essential to the District's educational program:

- Given current enrollment, the core facilities are sufficient.
- Maintenance and warehouse support facilities are a necessary component in the District operations and may, in the future, need to be expanded in response to growth.

The following special services are also required to meet the needs of special populations:

- Special Education programs are provided at all schools within the District. Special needs program standards change year to year as a result of various state and Federal regulation adjustments. Changes may also be prompted by research-based modifications to programs, class sizes, and the changes in the population of students eligible for services. Modifications in school facilities are sometimes needed to meet the unique needs of individual students or cluster small groups of students with similar needs.
- Federal and state programs, including Title 1 Reading and Math, Highly Capable, and Bilingual are required programs with limited funds that do not cover the expense of adding facilities as needed to support the programs.

- The District’s early learning program is housed in six classrooms across the District, one or two classrooms at each elementary school.

B. Elementary Educational Standards

The following District educational standards of service affect elementary school capacity:

- Class sizes for grades K-1 are targeted not to exceed 23 students per class.
- Class sizes for grades 2-3 are targeted not to exceed 24 students per class.
- Class sizes for grades 4 and 5 are targeted not to exceed 26 students per class.
- Music instruction will be provided but in separate classrooms.
- Physical education is provided in a separate area.
- All elementary schools have a library/media resource center.
- A standard for technology has been developed for elementary classrooms.
- Special education, Title I and LAP (Learning Assistance Program) instruction is provided for some students in classrooms that are separate from regular teaching stations. Class sizes in these programs tend to be small, usually not more than 15 students.

C. Middle and High School Program Standards

The following District educational standards of service affect middle and high school capacity:

- Class sizes for grades 6-8 are targeted not to exceed 28 students per class.
- Class sizes for grades 9-12 are targeted not to exceed 29 students per class.
- Music, art, PE, drama, and career and technical education classes are provided in separate instructional space.
- Counseling and career center programs are provided in separate spaces.
- A standard for technology has been developed for secondary classrooms. Technology labs are provided in separate spaces.
- Each middle and high school has a separate library/media resource center.

III. CAPITAL FACILITIES INVENTORY

The facilities inventory serves to establish a baseline for determining the capital improvements necessary to accommodate future student enrollment at acceptable levels of service. This section provides an inventory of capital facilities owned and operated by the District, including schools, portables, support facilities, and outdoor spaces. In addition to assessing overall capacity, the inventory also reflects the importance of maintaining modern structures and ensuring outdoor areas are safe, functional, and usable for both educational and community purposes. This comprehensive view helps the District plan strategically for updates, replacements, and future expansion to support student learning and community use.

In the Washougal School District, teaching stations are defined as dedicated instructional spaces that meet essential criteria for delivering core academic instruction. These spaces

include necessary components such as appropriate student desks or work surfaces, instructional presentation equipment (e.g., whiteboards, display technology), and teacher workspace. Teaching stations are counted based on the District’s grade-level class size caps and reflect spaces used for direct instruction. Gymnasiums, libraries, large group assembly spaces, and other non-classroom areas are not included in our teaching station count.

To guide planning and space adequacy, we reference the **Washington State School Construction Assistance Program (SCAP)** square footage standards, which recommend:

- **90 square feet per student** for Grades K–6
- **117 square feet per student** for Grades 7–8
- **130 square feet per student** for Grades 9–12

These ranges inform long-term planning efforts, helping ensure instructional spaces are appropriately sized and equipped to meet student needs. All spaces classified as **Direct Instructional Space**—including general education classrooms, science and computer labs, and other learning environments that require specialized student engagement—are included in this analysis. Non-assignable spaces such as hallways, restrooms, mechanical rooms, and circulation areas are excluded from teaching station calculations.

A. Schools

The District maintains four elementary schools, two middle schools, one high school, and one alternative school. The elementary schools serve grades TK-5, middle schools serve grades 6-8, and the high school serves grades 9-12. Presently the alternative school serves grades K-8 virtually. The District is planning to offer an alternative 9 – 12 program starting in the 2025-26 school year.

Table 1 shows the name, number of teaching stations and student capacity for the elementary schools based on the District’s standard of service described above.

Table 1: Elementary School Inventory 2024-25

Elementary Schools	Building Opened	Total Building Sq. Ft.	Teaching Stations	Student Capacity	2024-25 Enrollment	Utilization Rate
Gause 1100 34th Street, Washougal, WA 98671	1953	56,196	24	600	236	39%
Hathaway 630 24th Street, Washougal, WA 98671	1934	48,901	21	525	294	56%
Cape-Horn Skye 9731 Washougal River Road, Washougal, WA 98671	1958	43,838	18	450	282	63%
Columbia River Gorge 35300 SE Evergreen Hwy, Washougal, WA 98671	2017	63,883	25	625	351	56%
Total		212,818	88	2,200	1,163	52%

Table 2 shows the name, number of teaching stations and student capacity of the two middle schools based on the District standard of service described above.

Table 2: Middle School Inventory 2024-25

Middle Schools	Building Opened	Total Bldg. Sq. Ft.	Teaching Stations	Student Capacity	2024-25 Enrollment	Utilization Rate
Canyon Creek MS 9731 Washougal River Road, Washougal, WA 98671	2001	46,609	15	420	168	40%
Jemtgaard MS 35300 SE Evergreen Hwy, Washougal, WA 98671	2017	58,483	21	588	415	71%
Total		105,092	36	1,008	583	58%

Table 3 shows the name and number of teaching stations and student capacity of each high school based on the District standard of service described above.

Table 3: High School Inventory 2024-25

High School	Building Opened	Total Bldg. Sq. Ft.	Teaching Stations	Student Capacity	2024-25 Enrollment	Utilization Rate
Washougal HS 1201 39th Street Washougal, WA 98671	1956	150,471	42	1,218	875	72%
Excelsior 1201 39th Street Washougal, WA 98671	2017	8,996	4	116	0	N/A
Total		159,467	46	1,334	875	

Student capacity was determined based on the number of teaching stations within each building and the space requirements of the District’s current educational programs and standards of service. Student capacity as noted in Tables 1, 2, and 3 does not include capacity that is currently provided in portables at each school.

B. Portables

Portable classrooms are used on an interim basis to house students until funding can be secured to construct permanent classrooms. To accommodate future growth on a short term and immediate basis, the Washougal School District may purchase and utilize portable classrooms.

The District currently has a total of seven dual-classroom portables, totaling 14 classroom spaces. None of these spaces are used for basic education classrooms. Instead, the portables are used to support other programs, including non-Washougal School District operated early learning programs and specialized services. Table 4 identifies the number of portables located at each elementary school site and distinguishes between those used for interim capacity (as

teaching stations) and those used for special programs or other educational purposes.

Table 4: Portables Inventory

Facility Type	Number of Portables Number of Classrooms	Number of Classrooms Used as Teaching Stations	Number of Students Housed in Portable Classrooms
Elementary Schools	7 Portables 14 Classrooms	12 teaching stations	0
TOTAL	7/14	12	0

C. Support Facilities

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

Table 5: Support Facility Inventory

Facility	Location
Administrative Service Center	4855 Evergreen Way, Washougal, WA 98671
Maintenance Facility/ Warehouse	4855 Evergreen Way, Washougal, WA 98671
Transportation Facility	4855 Evergreen Way, Washougal, WA 98671
Fishback Stadium	1201 39th Street, Washougal, WA 98671
Warehouse Facility	995 E Street, Washougal, WA 98671

IV. STUDENT ENROLLMENT PROJECTIONS

A. Existing Enrollment

The District’s enrollment by grade level in March 2025 was 2,558 full-time equivalent (FTE) students. Of these, 1,170 students attend four elementary schools (PreK–5), 572 students attend two middle schools (6–8), 776 students attend one high school and 40 students attend the K–8 virtual alternative school.

B. Projected Student Enrollment

The District’s six-year enrollment projections are based on a report from OSPI Report 1049. The District’s projected enrollment data is informed by the Information and Condition of Schools (ICOS) system—a statewide, web-based inventory and facilities tracking tool. ICOS provides

school districts with data on building conditions and supports planning through accurate facility information, condition ratings, and comparative analysis. This system is used by the state to guide programs such as the School Construction Assistance Program and the Asset Preservation Program, and helps districts identify future capital needs.

The following table shows existing enrollment and the District’s six-year enrollment forecast by grade level bands. As reflected in Table 6a, the District is forecasting a decrease of 11 elementary students, 156 middle school students and 172 high school students.

The District’s six-year enrollment projections are also based on a report from Johnson Economics Demographer Report as a baseline. The following table shows existing enrollment and the District’s six-year enrollment forecast by grade level bands. As reflected in Table 6b, the District is forecasting as a baseline an increase of 151 elementary students, a decrease of 77 middle school students and a decrease of 139 high school students.

Table 6a: WSD Enrollment Forecast

Grade	2026	2027	2028	2029	2030	2031
Total TK-5	1107	1092	1051	1037	1018	999
Total 6-8	560	563	566	546	526	507
Total 9-12	752	733	725	738	750	756
Totals	2419	2388	2342	2321	2294	2262

Table 6b: Projected Enrollment (OSPI Cohort Survival) 2026 – 2030

Grade	2026	2027	2028	2029	2030
Total K-5	1017	965	948	920	894
Total 6-8	560	556	532	513	473
Total 9-12	808	764	725	701	700
Totals	2385	2285	2205	2134	2067

V. CAPITAL FACILITIES NEEDS

Table 7: Capital Facilities Needs

Project Description	Cost Estimate	Added Capacity	Cost for Added Capacity
Portables	\$1,200,000	312 [2]	\$1,200,000
Future School Site	\$2,000,000	TBD [1]	\$2,000,000

Maintenance Facility/Warehouse	\$1,400,000	In response to growth	\$1,400,000
Technology Infrastructure	\$1,000,000	In response to growth	\$1,000,000
Total	\$5,600,000		\$5,600,000

1. Cost for the future school site represents a portion of the total cost of the project and would include State SCAP and local dollars within the financing package. The District does not own and has not yet selected the future school site.
2. To accommodate short-term and immediate enrollment growth, the District may purchase and utilize portable classrooms. This plan incorporates those facilities—along with the necessary equipment and furniture—into the District’s project list. In addition to serving as interim classroom space, the District is also focused on modernizing and increasing the efficiency of its aging portable inventory to ensure they provide safe, functional, and supportive learning environments. When growth-related, impact fee revenue may be used to fund the acquisition or improvement of portable facilities.

VI. CAPITAL FACILITIES FINANCE PLAN

A. Six-Year Finance Plan for Planned Facility Improvements

The total cost for the above planned and needed improvements is \$5,600,000. Funds for the improvements are identified in Table 8A and 8B below.

Table 8A: Secured Finance Plan - Based on March 2025

Type	Amount
Impact Fees (as of 3/25)*	\$3,349,795.83
Unreserved Capital Projects Funds	\$1,880,463.13
Reserved (Levy Proceeds/Other)	\$1,067,220.64

*To be spent on facilities listed in a capital facilities plan adopted by the District.

Table 8B: Unsecured Finance Plan

Type	Amount
Impact Fees (1)	\$2,000,000
Capital Projects Funds (bonds and state match)	\$500,000
Total Unsecured	\$2,500,000

(1) From projects in the pipeline.

B. Financing Sources

The cost for all the planned improvements will be paid for with school impact fees that have been collected for these facilities contained in the District's prior CFP, or current or future CFPs if such plans identify facilities needed to serve growth, and other available public funds.

The Growth Management Act 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 a Capital Facilities Plan. Impact fees reflected within this Capital Facilities Plan do not include expenditures on new permanent facilities needed for growth except for the land purchase and other facilities needed for growth from the prior plan, which are carried forward. Under RCW 82.02.070(3)(b), impact fees may be expended or encumbered for a permissible use within ten years of receipt. Therefore, the District will not be collecting additional impact fees once this plan is adopted until the plan is updated and additional facilities are identified to serve growth.

VII. 20-YEAR OUTLOOK

The City of Washougal is planning for significant growth through the year 2045. According to the City's "Onward: Comprehensive Plan Update," Washougal's population is projected to increase by approximately 6,724 residents, growing from about 18,150 today to roughly 24,874 residents by 2045. To accommodate this population growth, the City has outlined a strategy that prioritizes development within current city boundaries, emphasizing higher-density residential and mixed-use development in key areas such as the Town Center and the waterfront. This approach supports smart growth while preserving the city's natural character and small-town feel.

To meet the housing needs of this growing population, the City anticipates the construction of 3,735 new housing units over the next two decades. Of these, nearly 2,000 are planned to be affordable to households earning below 80% of the area median income. This mix of market-rate and affordable housing is designed to ensure that Washougal remains accessible to a wide range of residents, including families, seniors, and workers employed locally and throughout the region.

Employment growth is expected to accompany this residential development. Projections show an increase of 2,961 jobs by 2045, driven by growth in manufacturing, retail, and professional services. Developments such as the Hyas Point mixed-use project and the revitalization of the Pendleton District are expected to significantly contribute to this economic expansion by attracting businesses, creating new commercial space, and enhancing public amenities.

For the Washougal School District, this projected growth carries important implications. Over the next five years, the District expects continued enrollment decline due to an aging population and the delayed build-out of major housing developments. However, between 2028 and 2030, student enrollment is projected to stabilize and then gradually increase as new families move into completed residential areas. By 2045, enrollment is expected to surpass current levels, reaching an estimated 3,250 students. This trend underscores the importance of maintaining flexibility in school facility planning—balancing short-term enrollment shifts with long-term capacity needs.

In response to projected long-term enrollment growth, the Washougal School District is committed to proactively updating facilities and increasing capacity where needed. While current enrollment trends show a temporary decline, the District is planning with a long-term lens to ensure facilities are prepared to support a growing student population. This includes evaluating existing building capacity, modernizing aging infrastructure, and identifying opportunities for targeted expansion at key school sites. The District will continue to monitor housing development timelines and population shifts to inform future capital projects. Through responsible planning and strategic investment, Washougal School District aims to ensure that every student has access to safe, functional, and future-ready learning environments as the community grows.