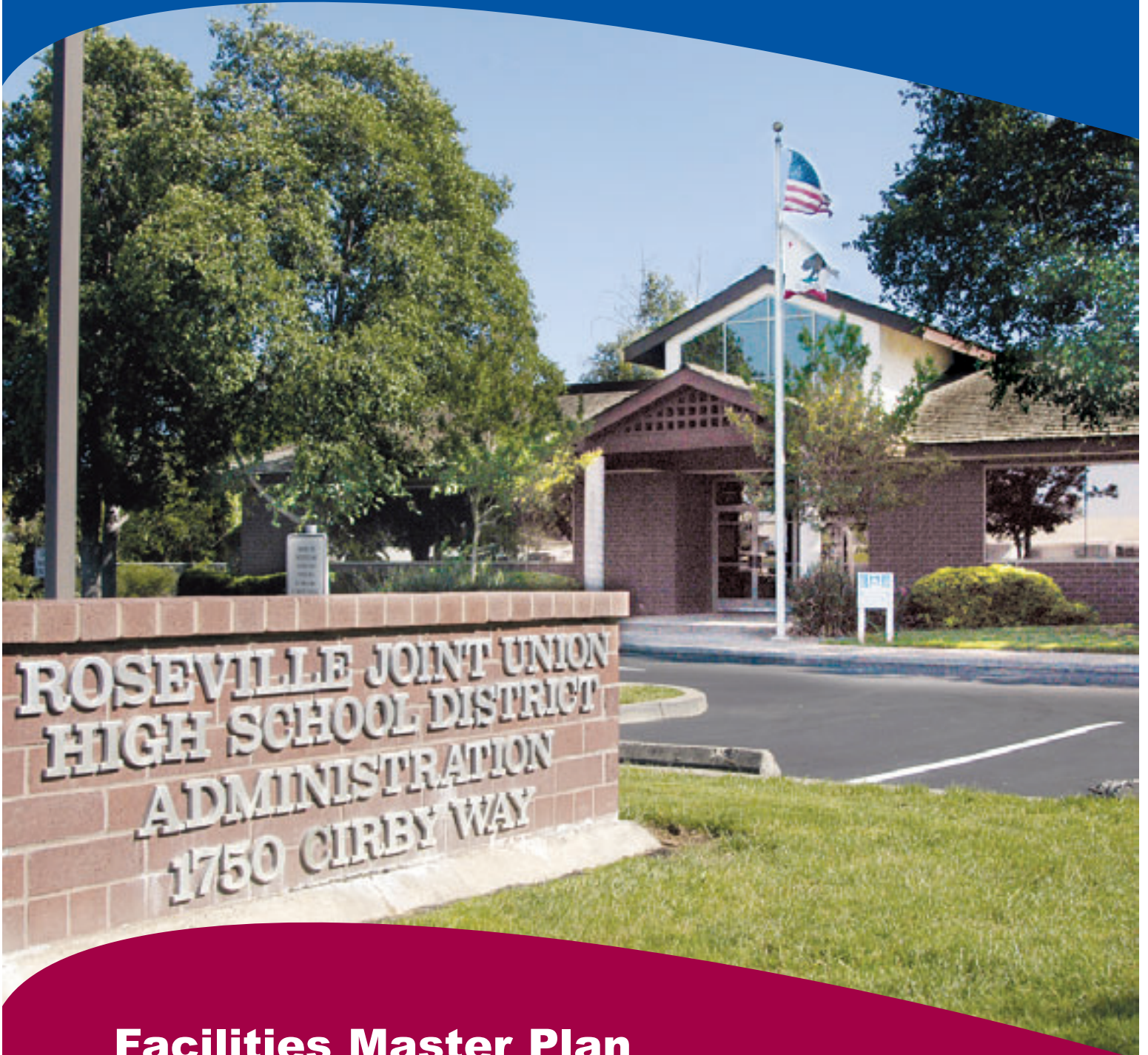


# Roseville Joint Union High School District

*Serving the City of Roseville, and Portions of  
Placer County & Sacramento County*



## Facilities Master Plan

August 17, 2004



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## EXECUTIVE SUMMARY – RJUHSD FACILITIES MASTER PLAN

The revised Roseville Joint Union High School District (RJUHSD) Facilities Master Plan identifies the capital improvements completed on each RJUHSD school campus since the adoption of the last District Facilities Master Plan in 1998. The most significant changes include:

- The ongoing modernization projects at Oakmont and Roseville High Schools
- The development of the Independence High School facility
- The construction of the new classroom buildings at Granite Bay High School and Roseville High School
- The acquisition of a new site for the RJUHSD Transportation Department
- The purchase of land for a potential high school site in the Antelope-area
- The identification of a potential 53-acre high school site in West Roseville

The RJUHSD Facilities Master Plan planning process has included:

- Feedback from site administrators at each campus
- Feedback from staff and community members to develop campus priorities
- Review of enrollment projections to identify facilities needs prior to opening a new high school
- Review of the existing condition of the school sites, buildings and infrastructure

The Facilities Master Plan identifies the educational methods and programs of the District, the regional, continuing education opportunities available beyond the twelfth grade, and the relationship of the University of California “a-g Admission Requirements” to the RJUHSD existing educational program.

The Facilities Master Plan projects an increase of approximately 2,500 students in the period from Fall 2003 to Fall 2009. One third of the District classes are now held in “portable” classrooms. The Plan projects an increase to 52 portables at Roseville High School (RHS) and 36 portables at Oakmont High School (OHS). Discussion of research on the topic of school overcrowding anticipates a negative impact upon the education of future RJUHSD students as a result of the projected student populations at the District’s existing schools.

The Facilities Master Plan identifies a need for adjustment of attendance boundaries in the event that a November General Obligation Bond to fund new high schools is not approved by the District voters. Without the addition of new schools, it is anticipated that all RJUHSD schools will exceed the District goal of a maximum high school enrollment of 1600-1800 students per school. The projected actual enrollment, using existing attendance boundaries, for the year 2010 is 10,409:

- Granite Bay High School     1930
- Oakmont High School        2700
- Roseville High School       3100
- Woodcreek High School     2679

\*Source: Davis Demographics and Planning

The Facilities Master Plan evaluates construction industry cost inflation and the potential impact this will have upon the implementation of the Capital Improvement Plan.



## SECTION ONE: INTRODUCTION





## **SECTION ONE: INTRODUCTION**

### **1.1. Purpose and Objectives**

This document is an update to the Roseville Joint Union High School District's (RJUHSD) Facilities Master Plan intended to guide planning, funding and development of the District's facilities over an extended period of time. The purpose of the Facilities Master Plan is to identify the District's short term and long-range facility requirements. By identifying the facility needs of the District, it will be feasible to project the timing of property acquisition, financing requirements, and phasing of future construction. This plan, in conjunction with the RJUHSD Capital Improvement Plan, provides a comprehensive overview of the RJUHSD's facilities needs, as well as the demographic, educational and resource factors studied that lead to the assumptions and conclusions listed in Section Nine and Ten of this Plan.

This Plan provides information about the District's historical development patterns to help better project future trends. In addition, the Plan provides facility data, identifies patterns of change occurring within each school's educational programs, regional enrollment growth projections, building and site information, and construction and alternative capital investment options.

Facility needs will be projected for both short- and long-term planning purposes. This Plan will need to be updated following the anticipated November 2004 bond election, and again as the new high school construction schedules are implemented.

### **1.2. Current Master Plan Status**

The Roseville Joint Union High School District (RJUHSD) has experienced rapid growth in enrollment since the adoption of the Facilities Master Plan in 1986, and the subsequent updates in 1990 and 1998. This update to the Facilities Master Plan is intended to reflect the changes that have occurred, the projects that are planned, and to identify potential alternatives to be considered in the long-range planning of the District. The following significant changes have occurred since the adoption of the 1998 RJUHSD Facilities Master Plan:

- At Oakmont High School (OHS), the District has completed the modernization of classroom wings and constructed a new theater. The majority of the remaining modernization work is being completed at this time. The OHS stadium has undergone major improvements including the additions of an all-weather field, track and landscaping. The first phase of parking lot improvements has been completed. Yet to be modernized are the bleachers within the stadium. Work is in progress on the gym addition and the old weight room conversion. Projects still pending are the administration modernization, multi-purpose building modernization, art wing modernization, new athletic storage, and remaining parking lot and field improvements. Nine portables have been added to the campus for the 2004-2005 school year.
- Independence High School (IHS) has been relocated to a new permanent building. IHS parking capacity is limited and planning options are being researched to resolve this problem.
- Roseville High School (RHS) has undergone major renovations for the past three years and construction continues on this campus as follows:
  - Forty-six portables have been added to the campus since 1998.
  - The administration offices and classrooms have been relocated within the "High School on the Hill", which was the first RHS building location developed in 1915.
  - Moeller Gym was modernized.
  - Student gathering places were improved.
  - A 150-seat "Little Theater" was completed.



- A new dance facility was completed.
- The digital and wet photo labs were replaced.
- Construction has begun on a new, 500-seat Performing Arts Building.
- A 13 classroom building has been constructed.
- The District continues to explore options for acquisition of property adjacent to the Roseville High School campus.
- Granite Bay High School (GBHS) has added a ten classroom, two-story building on the former basketball courts. New construction also includes a new weight room, snack bar and restroom facility. Negotiations continue for construction of joint use tennis courts on Ron L. Feist Park.
- Several minor remodel projects have been completed at Woodcreek High School (WHS), as well as joint use agreements negotiated for RJUHSD environmental education facilities.
- Athletic facility usage has increased at the four existing comprehensive high schools.
- Two general obligation bonds were presented to the District voters, with both measures failing to receive the required 55 percent voter support.
- The District has acquired property in the Sacramento County community of Antelope for the potential construction of a comprehensive high school. Completion of the building design has subsequently been suspended since the failure of Measure D in March 2002. Significant design work on the proposed comprehensive high school was already completed prior to that point.
- The District has an exclusive option to purchase 53 acres of land for the construction of a comprehensive high school in West Roseville. Preliminary site planning has begun. Proposed building design is to be based on the building designs currently under construction or included in the Antelope campus to save design costs, expedite occupancy and benefit from prior District facility planning efforts.
- The District has acquired property and construction for the expansion of Adelante High School (AHS) and a new AHS parking lot is imminent. The District has submitted building plans to the Division of the State Architect (DSA) for new classroom facilities at AHS.
- The District has acquired property in the north Roseville area for relocation of the Transportation facility, and preliminary renovation and design work is underway.
- The RJUHSD Technology Department has been relocated to Building 810 at Roseville High School. The majority of the technical equipment has been relocated to the old Independence High School site.
- A portable building has been added adjacent to the District Office to accommodate the RJUHSD Business Services Department.



### 1.3. Planning Process

The planning process for the update of the RJUHSD Facilities Master Plan includes: thorough review of the District's mission, goals, objectives and historical growth patterns; the identification of board policies and directives; identification of progress and review of the current Capital Improvement Plan and Facilities Master Plan; evaluation of individual, existing school sites; identification of completed projects, current projects and pending projects; demographic analysis; and consultation with students, site administrators, site planning committees, district administrators, city and county officials, state agencies, architects, engineers and contractors. The planning process also includes input from school neighbors and the general business community, as they have a vested interest in how school facilities and growth may affect changes/increases in property value, street and infrastructure configuration and the availability of a prepared, future workforce and/or customers.

This Plan incorporates the individual school plans, the support services plans, new school site plans and the various alternatives under consideration for the long-term and short-term development of the District. These alternatives are complicated by such unknowns as: facility financing options, dramatic changes in construction and materials costs, and the uncertainty of voter support for future bond measures, among others. Updating this plan will be an ongoing process to stay current with the impacts resulting from project completions and variations in enrollment growth that will occur over time.

This Plan attempts to present options for a district configuration of five and six comprehensive high schools, in recognition that it may take an extended period of time to successfully fund the two proposed high schools. An option of continuing to operate with four comprehensive high schools is also presented to address the potential for continued failure of the passage of general obligation bonds, requiring the District to slow the implementation of the new construction recommended in the Facilities Master Plan and Capital Improvement Plan. This option will rely more heavily upon "portable" classrooms occupying parking lots and physical education teaching stations.

Consideration will be given to expanding the use of alternative campus configurations, joint use facilities, extended days, "year round" school years and other alternatives to respond to the various phases of growth and capacity the District will experience during the period before new high schools are opened, and then after they are completed. Presentation of these multiple variables is abbreviated within the Facilities Master Plan due to scenario complexity and nearly infinite alternatives that result from these phasing options.



## SECTION TWO – RJUHSD: PAST AND PRESENT





## SECTION TWO – RJUHSD: PAST AND PRESENT

### 2.1 Introduction and Background

Established in 1912, the Roseville Joint Union High School District (RJUHSD) serves grades 9-12 and is located in Placer County and a small portion of Sacramento County. The total size of the District is 72 square miles, encompassing the communities of Roseville, Granite Bay, Antelope, and a portion of south-western Placer County. The topography of the district includes Folsom Lake on its eastern-most border, the Union Pacific switching yard (the largest railroad yard in the western U.S.), and a general panorama of gently rolling hills, several meandering creeks and valley oak trees native to the area.

Changes in the RJUHSD boundaries since its inception have included the withdrawal of Center Unified School District (1982) and Rocklin Unified School District (1987). These unification efforts created the most significant boundary changes to date; however, a series of smaller boundary shifts have also occurred over time.

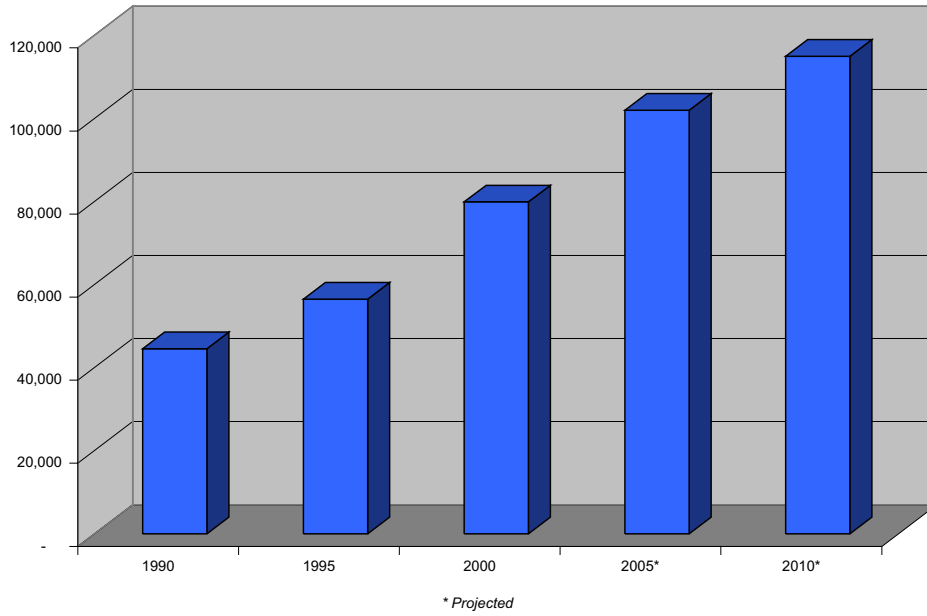
The District's student population grew at a stable pace from the formation of RJUHSD until the 1960's. During this period Roseville High School served the entire District. In 1965, Oakmont High School was opened serving Roseville east of Interstate Highway 80 (I-80), and the relatively small community of Granite Bay. Area growth accelerated beginning in the late 1980's, leading to the construction of Woodcreek High School (1994) and Granite Bay High School (1996). Development has continued at a rapid pace. According to the United State Census Bureau, Placer County is currently the fastest growing county in the state.

### 2.2. The Community RJUHSD Serves

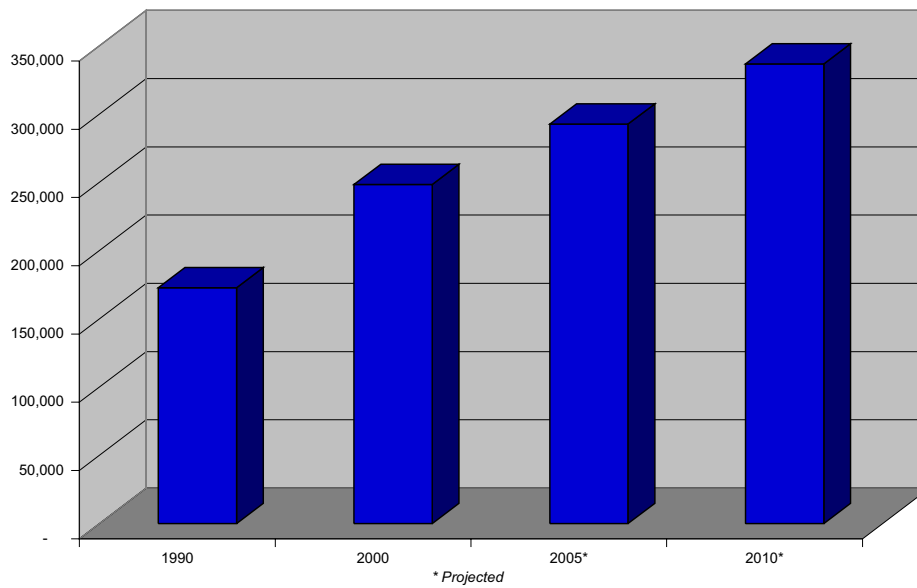
- Population:
  - Roseville's population was 90,739 as of January 1, 2003 according to the State Department of Finance. The City's Planning Department is estimating the population to be closer to 95,000 as of June 30, 2003 based on the number of occupancy permits issued since the 2000 Census.
  - In 2000, Placer County had a population of 248,399, an increase of approximately 44 percent over 1990.
- Annual Growth Rate:
  - Roseville's growth rate this past year increased to 5.8 percent.
  - The Department of Finance estimates Sacramento County's 2003 population at more than 1.3 million, up 2.2 percent from the previous year. Sacramento County is projected to maintain an annual growth rate of at least 1.35 percent through the year 2025.
  - Placer County, with a growth rate of 27.6 percent, was the fastest-growing California county in 2003, and 27th in the nation.
- Person Per Household:
  - The person per household average in Roseville is 2.54. For planning purposes, this may vary by land use; for example, the persons per household in Sun City Roseville (an age-restricted community) are 1.8 per household.
  - The person per household average in Placer County is 2.63.
- Population Projection:
  - Absent any annexations or change in the current land use entitlements, Roseville is expected to be home to approximately 115,000 residents by 2010, when all of the current residential property is developed. Roseville's growth rate will continue to be between five percent and seven percent annually as properties in the specific plans (such as the West Roseville Specific Plan) develop, and infill properties are built as the land becomes more valuable. The following table lists the City's actual population and future projections as estimated by City staff in June 2003.



Roseville Population



Placer County Population





- Roseville Population
  - 1990 ..... 44,585
  - 1995 ..... 56,479
  - 2000 ..... 79,921
  - 2005\* ..... 102,000
  - 2010\* ..... 115,000
  - \*projected
  
- Projections indicate that the rate of growth in Placer County is expected to increase by almost 60 percent between 2000 and 2020. Similar to the more recent trends, Placer’s population growth is expected to exceed the rates of the State, Bay Area, and the Greater Sacramento Area. The following table lists the County’s actual population and future projections as estimated by Sacramento Regional Research Institute:
  
- Placer County Population
  - 1990.....172,796
  - 2000.....248,399
  - 2005\*.....292,640
  - 2010\*.....336,805
  - \*projected
  
- Residences Located within RJUHSD Boundaries:
  - The current number of residences located as of (December 2003) within the District is as follows:
  
  - City of Roseville
    - Single Family Homes:                    32,633
    - Multi-Family Homes/Apartments:    8,515
    - Age Restricted Total:                    3,179
      - Single Family =                    3,079
      - Multi-Family =                    100
  
  - Unincorporated Sacramento County
    - Single Family Homes:                    5200
    - Multi-Family:                                670
  
  - The District also serves a homeless population, and some children live with relatives on an intermittent basis. According to District statistics this population represents less than one half percent of the total District enrollment at this time.

**2.3. RJUHSD Property and Assets**

The assessed property value within the boundaries of the District has grown to \$13,000,000,000. District facilities value identified in the June 30, 2003 audit report lists “Capital Assets Historical Cost Valuation” at \$110,258,422. These assets include land, site improvements, buildings, equipment, materials and all work-in-progress. Current construction projects will add more than \$17,000,000 to this value upon completion.

**2.4. Factors That May Impact RJUHSD Enrollment**

**2.4.1. Development and Boundary Adjustments**

The District has experienced rapid, sustained growth for the past ten years. A number of new master-planned communities have been or are in the midst of being developed within the boundaries of the District.



The number of new homes constructed over the past eight years is as follows:

• 2003-July 2004:	1626
• 2002-2003:	2183
• 2001-2002:	2911
• 2000-2001:	1709
• 1999-2000:	1185
• 1998-1999:	1235
• 1997-1998:	1399
• 1996-1997:	1180

New master planned communities are continuing to progress in areas north and west of the existing developed portions of the District. This trend is causing unbalanced growth among the existing high schools. The western expanses of the District are all currently within the Roseville High School attendance area. This area is projected for tremendous future growth, while the attendance areas of other schools are approaching the point of build-out.

This Plan identifies a need for long-range attendance boundary adjustments to match school capacity and development patterns. Actual boundary adjustments will be managed through a planning process separate from the Facilities Master Plan update, due to the uncertainty that currently exists with regard to the funding and occupancy of future high schools.

Current projections indicate that RJUHSD schools will need boundary adjustments within the next two years. This Plan is prepared to guide the direction of facilities development over the next ten years, as well as identify long-term resources needed to respond to continued growth within the District beyond that time period.

Future trends include the potential for three universities to be developed within or closely adjacent to the boundaries of the District. The universities are a California State University, Sacramento (CSUS) satellite campus on the northernmost boundary of the District; the private De LaSalle University directly west of the West Roseville Specific Plan area greenbelt, commercial area and the proposed West Roseville high school; and, William Jessup University in Rocklin. As a result, the District may become a potential location of classrooms for the universities during initial development, and to maximize the use of facility resources by the other institutions through joint use agreements. The District could also have students enrolled at both the District and a university, altering classroom needs from a standard high school configuration. (See 2.4.3 "Proposed Regional Universities and College Campuses").

#### **2.4.2. Sierra Community College Joint Facility Use**



While the RJUHSD maintains partnerships (either jointly developed programs or opportunities for RJUHSD students to attend classes offered) with regional colleges and Universities that include California State University, Sacramento, University of California, Davis, American River College and Cosumnes River College, the District's closest relationship (with regards to facilities) until 2004 was maintained with Sierra Community College. Sierra Community College is a fully accredited, two-year community college located in Rocklin, California.



Sierra College serves students within Placer, Nevada and portions of El Dorado and Sacramento counties. While Sierra's primary campus is located in Rocklin, the college also maintains other facilities that include a 105-acre Sierra College Nevada County Campus in Grass Valley, and leased centers in Roseville and Truckee. Current credit enrollment at Sierra College is over 20,500 students.

RJUHSD students attending any of the four comprehensive high schools have previously had the opportunity to attend some approved Sierra College courses, thus earning college credits while still in high school. The approved Sierra College courses were taught at RJUHSD facilities and the Sierra College campuses and using Sierra College facilities, thus temporarily relieving some use of RJUHSD space and facilities.

Should the RJUHSD be able to renew its relationship and course offerings with Sierra College, it is conceivable that more RJUHSD students may fulfill some high school and University of California "a-g Admission Requirements" (see 4.5 "UC a-g Admission Requirements") utilizing Sierra College facilities rather than RJUHSD classroom facilities.

### **2.4.3. Proposed Regional Universities and College Campuses**

A factor that may further alter the RJUHSD's demographic and student growth projections is the construction of proposed Universities and colleges to be located within South Placer County. The existence of regional colleges and Universities may further attract families to the area that wish to enroll their children in the RJUHSD, with the expectation that the students will then pursue continuing education at one of the regional colleges. Additionally, as colleges and Universities are traditionally large employers, parents may move their families and enroll students within the RJUHSD, due to increased regional job availability.

The following outlines information regarding the three proposed Universities and colleges (to date) that may be located within South Placer County, and thus influence RJUHSD projections:

#### **• 2.4.3.1. William Jessup University**



In August 2004, a private, nondenominational Christian college known as "William Jessup University" (which is actually a relocation of San Jose Christian College) will begin offering classes in Rocklin, California. Beginning with an enrollment of approximately 2,000 students, they ultimately hope to be educating more than 6,000 students by year 2010. The 165-acre University will be located at 333 Sunset Boulevard, Rocklin, near Highway 65.



• **2.4.3.2. De La Salle University**



## De La Salle University

The second college scheduled to open in Placer County will be a private, liberal arts school known as “De La Salle University.” Christian Brothers—which also operates Christian Brothers High School in Sacramento—will direct and manage this institution of higher learning. The University, slated to open on 600 acres Northwest of Roseville, is the centerpiece of a 1,100-acre development project that would feature 2,340 dwellings and commercial development.

The proposed site for De La Salle is west of Roseville, about three miles north of Baseline Road. The general plan designates the site for agriculture, but includes it in an area that could be studied for potential development after the “Placer Vineyards” development has been completed. No date has been set for the construction of this proposed University.

• **2.4.3.3. California State University, Sacramento (Placer County Campus)**



California State University, Sacramento’s (CSUS) proposed Placer County campus would allow CSUS to continue serving the area’s qualified students as its main campus reaches enrollment capacity of about 35,000 over the next five to seven years. The University currently enrolls 28,500 students.

The proposed CSUS Placer Campus site is located near the juncture of Fiddyment Road and Sunset Blvd. The proposed branch campus of California State University, Sacramento is part of “Placer Ranch”, a 2,213-acre project that would include 4,800 residential dwellings, as well as industrial and commercial development. About 60 percent of the property currently is designated for agriculture. The site is in the Sunset Industrial Area adjacent to the city of Roseville. Fiddyment Road bisects the site and Sunset Boulevard ends near the site’s eastern edge.

According to CSUS Public Affairs, no date has been set to begin construction of the proposed campus, as the land grant has to go through several more “approval processes.” In the meantime, CSUS is attempting to meet the needs of Placer County students by offering classes in conjunction with Sierra College and broadcast over cable television.



## SECTION THREE – RJUHS D MISSION, PURPOSE AND STUDENTS





## **SECTION THREE – RJUHSD MISSION, PURPOSE AND DEMOGRAPHICS**

### **3.1. RJUHSD Mission Statement**

The Roseville Joint Union High School District will provide all students with a rigorous and relevant education designed to give them the opportunity to acquire, apply, and practice the knowledge, skills and behaviors needed to fulfill their adult roles and responsibilities in the twenty-first century. The District will motivate all students to become lifelong learners who are responsible and productive citizens in a global society.

### **3.2. RJUHSD Guiding Principles**

The Roseville Joint Union High School District is committed to the following guiding principles:

1. Students are the center of everything we do. Our District will change and adapt to best serve our students.
2. Students will experience in school what they are likely to experience after graduation through work that requires them to solve problems and to apply learned skills and behaviors in real life situations.
3. Students will be guided and supported by valued staff members, who seek, develop and implement successful practices and innovative ideas.
4. Students will be served through a process of continuous assessment and improvement that requires and values the active participation and contributions of students, parents, staff and other stakeholders.
5. Students will be provided with a safe and supportive learning environment that involves the active participation of the educational staff, students, parents and community members.
6. Students will be served through continuous improvement of communications and working relationships with all District customers.

### **3.3. RJUHSD Focus Points**

The Board of Trustees adopts annual goals for the District in the form of Focus Points. These focus points are long range and of shorter term. The 2003-2004 RJUHSD Focus Points include the Facilities Master Plan revision and a commitment to supporting it. This Facilities Master Plan update is undertaken in response to this Focus Point. This current planning effort will need assessment and further updating following the November 2004 bond election; this update will be ongoing for more than one year. The following is the complete list of the RJUHSD's Focus Points for the 2003-2004 school year:

- Increase student mastery of standards.
- Continue professional development for administrators on instructional leadership that includes the skills to support, assess and train staff.
- Continue a focused professional development program for instructional staff.
- Revise the Facilities Master Plan and commit to supporting it.
- Facilitate a communication structure that is effective with our growing district.



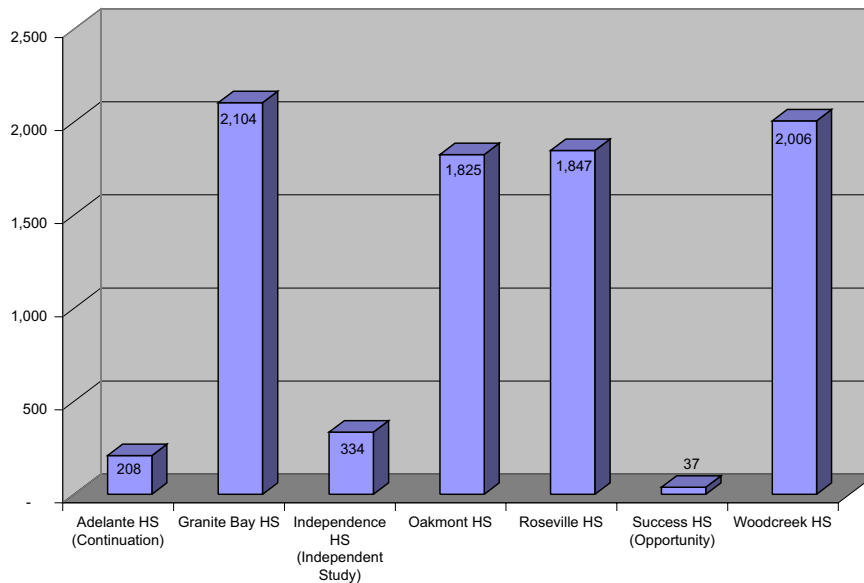
### 3.4. RJUHSD Demographics

The following is RJUHSD's demographic profile and District adjusted enrollment projection for Fall 2004. These numbers have been adjusted to reflect the changes since the October 2003 enrollment forecasts prepared by Davis Demographics and Planning, Inc.

The following is RJUHSD's demographic profile and District adjusted enrollment projection for Fall 2004:

- Total Student Population in Grades 9 through 12: 8,361
- Adult School Population: 300
- School Enrollments (2004-2005):
  - Granite Bay HS: 2,104
  - Oakmont HS: 1,825
  - Roseville HS: 1,847
  - Woodcreek HS: 2,006
  - Adelante HS (Continuation): 208
  - Independence HS (Independent Study): 334
  - Success HS (Opportunity): 37

**2004-2005 Student Enrollment by School**



- Student Ethnic Distribution:
  - Native American: 1.0%
  - Asian: 4.0%
  - Pacific Islander: 0.4%
  - Filipino: 2.0%
  - Hispanic: 10.0%
  - African American: 3.0%
  - White: 79.0%
- Student Gender Distribution:
  - Female Students 49.1%,
  - Male Students 50.9%
- District Graduation Rate (June 2002): 96.9% of Eligible Seniors Graduated
- District Drop-Out Rate (2001-2002): .9% (45-Day Rule, Grades 9-12)



- District U.C. “a-g Course Completion” Average: 42.1% of all District Graduates for 2002
- District SAT Mean Averages for the Class of 2003 (Average of 46% RJUHSD Seniors take the SAT):
  - Verbal: 518
  - Math: 540
- District API Scores:
  - Granite Bay HS: 800
  - Oakmont HS: 721
  - Roseville HS: 696
  - Woodcreek HS: 734
- College Matriculation:
  - University or State College ±20%
  - Community College ±70%
- Staffing - Full Time Equivalent (FTE):
  - Teachers: 357.9
  - Administrative: 33.6
  - Pupil Services: 29.6
  - Classified: 235

**3.5. Demographic Analysis**

Demographic analysis is the process of translating meaningful data about a school district into present and future educational program and school facility needs for the student population being served. It involves the process of selecting, gathering and organizing data into a computer database to allow manipulation of data. This database allows rapid analysis of multiple scenarios of growth rate, attendance boundaries and development alternatives.

The “Student Yield Factor” (SYF) is the number of students that have moved into new homes in the last five years. The SYF is computed based upon regulatory requirements for five years only, while long-term student generation rates may vary significantly from the five year trend computed for new homes only. The current RJUHSD SYF is calculated using housing data from 1998-2002, with an update to single family homes in 2003:

- Single Family Home SYF .161
- Multi-Family Attached SYF .036
- Apartments SYF .045

**3.6. Student-to-Teacher Ratio**

The RJUHSD student-to-teacher ratio, exclusive of the effect of the ninth grade class size reduction program, is 27.5:1, resulting in an estimated average class size of 34:1, for the comprehensive high schools. For alternative schools, district staff shall develop a staffing plan that meets the needs of students for the programs offered.



## **SECTION FOUR: RJUHSD EDUCATIONAL PROGRAM – MEETING THE NEEDS OF PRESENT & FUTURE STUDENTS**





## **SECTION FOUR: RJUHSD EDUCATIONAL PROGRAM – MEETING THE NEEDS OF PRESENT & FUTURE STUDENTS**

### **4.1. Educational Program**

The Roseville Joint Union High School District is a recognized leader in the transformation of education to prepare all students for their adult roles and responsibilities in the 21st century. In 1996, the district was selected as a “Model School District” by the International Center for Leadership in Education.

In addition to the District's many fine academic programs, the RJUHSD continues to work on expanding career development and college preparation opportunities for our students, including the development of collaborative programs with local employers, and developing Smaller Learning Communities within our schools -- creating many opportunities for District students to "connect" with their instructors, other students and the community at large. Achieving these goals requires an open line of communication that involves the active participation of students, parents, educators and community members. Within the Roseville Joint Union High School District, we believe that providing effective education is a team effort!

### **4.2. Preparing the Future Workforce: Shifting Educational Priorities**

When the RJUHSD opened its first high school in 1915, the region's two primary economic drivers were agriculture and the railroad. Therefore, Roseville High School (RJUHSD's first school) was designed and constructed to meet both the academic and vocational needs of its students, and Roseville's future workforce, maintaining both traditional classrooms and vocational training.

Throughout the next 65 years, the region's economy grew steadily, but remained reliant upon agriculture and the railroad. The construction industry also prospered, as South Placer County became a primary housing suburb of Sacramento-based workers.

In 1980, a dramatic economic shift took place upon the arrival of Hewlett-Packard Company (HP) in Roseville. As HP quickly became the area's largest employer (at its peak, HP maintained a workforce of over 7,500 employees at the Roseville and other smaller South Placer-based campuses), it also became an economic anchor for the region, attracting other such technological and electronics industry giants as NEC Electronics, Intel Corporation, Oracle Corporation and dozens of smaller, technical service organizations and HP vendors.

The workforce needs of these new, large employers were more technical and academic in nature. These companies needed employees with advanced mathematics, science and technical training – employing primarily engineers over manufacturing workers. The majority of their early employees moved to this region from the Bay Area, bringing with them their families and enrolling their children in RJUHSD schools. These employees earned high salaries that also drove the development of a quickly growing service industry and exploding housing construction. They and their companies were generous with resource and funding donations and greatly emphasized the need for better, more cutting-edge technology in the classroom and hands-on, “real world” training for high school students.

RJUHSD began renovating its older schools to meet this demand, and designed its newest schools to accommodate the greater infrastructure needs of increased technology, as well as created larger classrooms and labs for academics and tactical learning. Buildings and classrooms accommodating the liberal arts, and further and more varied athletic capabilities were developed to create a more “well-rounded” student and meet the needs of the more diverse, regional workforce.

To date, the RJUHSD Facilities Department constructs school buildings that should withstand 50-100 years of utilization without major reconstruction or demolition (the building's “life cycle”). With this in mind and to anticipate the educational needs of future RJUHSD students (see Section 4.3 “RJUHSD Incoming Students – ‘Generation Y’,”), the Facilities Department is renovating existing buildings and designing future buildings/schools to provide the most classroom flexibility possible (i.e. the same room may be used as a classroom, science or computer laboratory, media center, teacher preparation area, etc.). By creating an



underground infrastructure within its campuses to accommodate technical and student use growth, the Facilities Department is creating classrooms/buildings that assume dramatic program changes and classroom use for at least 50 years.

Another facilities design change/enhancement planned for future RJUHSD construction will include the incorporation of more “Day Lighting” through sky lights, as research indicates that students’ educational performance improves dramatically with the addition of greater and more natural lighting (as opposed to artificial lighting). Future RJUHSD buildings will also be more energy efficient, and will allow instructors to have more control over their classrooms’ temperature. Many of these construction improvements/enhancements will be funded through various, available State grants.

However, to control and reduce construction costs not funded through State programs, the District is now making design and construction decisions that will affect the aesthetics of future buildings (such as reducing or eliminating some interior finishes, eliminating thin brick, changing exterior finishes to reduce the need for painting, etc.), and substituting the materials typically utilized to construct and create those buildings.

#### **4.3. RJUHSD Incoming Students – “Generation Y”**

To anticipate, meet and exceed the educational needs of RJUHSD’s present and future students, facilities and resources must be available that develop, encourage and enhance their various learning styles. Understanding the learning styles of these students augments and guides a portion of the overall facilities planning process.

Known as “Generation Y” or the “Millennial Generation,” studies indicate that students born after 1982 have a much broader global perspective and an expanded definition of diversity than previous generations. Other traits of the Millennial Generation include being confident, sheltered, team-oriented, high-achieving, pressured, conventional, and consumer-driven.

According to research conducted by the University of Southern California, millennial student learning preferences tend toward information probing and mastery seeking – learning by doing, as opposed to reading manuals and instructions. Many are also used to collaborative, constructivist learning.

Perhaps the most important characteristic (from a facilities development point-of-view) defining RJUHSD’s present and future students is their exposure to technology. Research indicates that this year’s incoming Freshmen are the most digitally-literate students to enter high school. Over 90 percent of the students attending RJUHSD schools report having access to a computer at home that has online capability. Computer-able since childhood, most of the new students have become accustomed to depending on computers, instant messaging, email, the web, interactive multimedia, and cell phones in almost all facets of their daily lives. Such technology has influenced their personalities, attitudes, expectations, and learning strategies.

All facilities developed or renovated within the RJUHSD must be planned in a way that capitalizes on these learning traits. For example, the District now includes comprehensive data/communications systems in all construction projects.

#### **4.4. Curriculum Alignment with California State Content Standards**

The RJUHSD Curriculum and Instruction Department is dedicated to ensuring that every course, course sequence and program offered to students is aligned with California State Content Standards, as well as meets the needs and capitalizes on the learning styles of “Generation Y.” These standards were designed and approved by the California Department of Education to encourage the highest achievement of every student in the state, by defining the knowledge, subjects, concepts, and skills that students should acquire at each grade level.

All RJUHSD curriculum (and subsequent testing) is developed and taught to ensure that the District’s students master the state content standards’ subject areas. All RJUHSD facilities are designed to provide a learning environment that enhances and supports the delivery of that curriculum.



#### 4.5. University of California “a-g Admission Requirements”

In addition to ensuring that graduating RJUHSD students have mastered the subjects and content required within the California State Content Standards, RJUHSD students are also encouraged to complete classes that fulfill the “a-g Admission Requirements” for the University of California system.

The following sequence of high school courses is required by the University of California (UC) of high school students to be minimally eligible for admission within any one of the ten UC campuses (or within UC’s five medical schools/teaching hospitals, three law schools or the UC Statewide Division of Agriculture and Natural Resources).

The sequence below also illustrates the minimum level of academic preparation students ought to achieve in high school to undertake university level work. The “a-g Admission Requirements” can be summarized as follows:

- A History / Social Science - Two years required, including one year of world history, cultures, and geography and one year of U.S. history, or one-half year of U.S. history and one-half year of civics or American government.
- B English - Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.
- C Mathematics - Three years of college preparatory mathematics that includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- D Laboratory Science -Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry, and physics.
- E Language Other Than English - Two years of the same language other than English.
- 
- F Visual & Performing Arts - One year, including dance, drama/theater, music, or visual art.
- 
- G College Preparatory Elective - In addition to those courses required in "a-f" above, one year (two semesters) of college preparatory electives are required, chosen from advanced visual and performing arts,  history, social science, English, advanced mathematics, laboratory science, and language other than  English.
- 

All RJUHSD facilities must be designed, developed and maintained in a manner that will best allow RJUHSD students to meet and achieve the aforementioned.



## SECTION FIVE: RJUHSD PROJECTED ENROLLMENT AND FACILITY CAPACITY





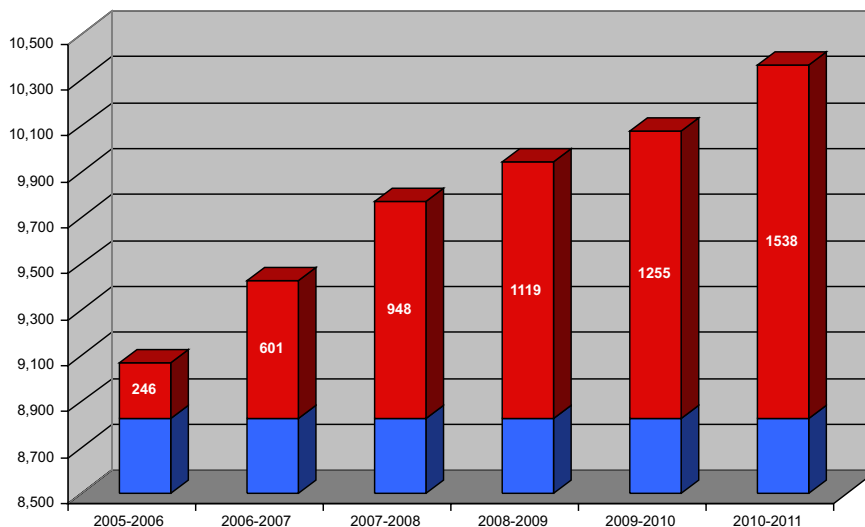
## SECTION FIVE: RJUHSD PROJECTED ENROLLMENT AND FACILITY CAPACITY

### 5.1. Projected Enrollment

Davis Demographics has submitted enrollment projections to the District that forecasts enrollment through the year 2010. These projections include students enrolled in comprehensive high schools and alternative schools. Classroom capacity in alternative schools varies from that of the comprehensive schools. These RJUHSD student enrollment forecasts were provided by direct contact with each housing/community developer within the region, and listed by school year:

- 2004-2005: 8,547 Students
- 2005-2006: 9,070 Students
- 2006-2007: 9,425 Students
- 2007-2008: 9,772 Students
- 2008-2009: 9,943 Students
- 2009-2010: 10,079 Students
- 2010-2011: 10,362 Students

**Projected Excess Student Enrollment\*  
Over RJUHSD Permanent Classroom Capacity\*\***



\*Excess Student Enrollment (in Red)  
\*\*Based on District Capacity of 8,824 students (in Blue)

### 5.2. RJUHSD Current Enrollment Capacity

The overall enrollment capacity of all RJUHSD comprehensive high schools is:

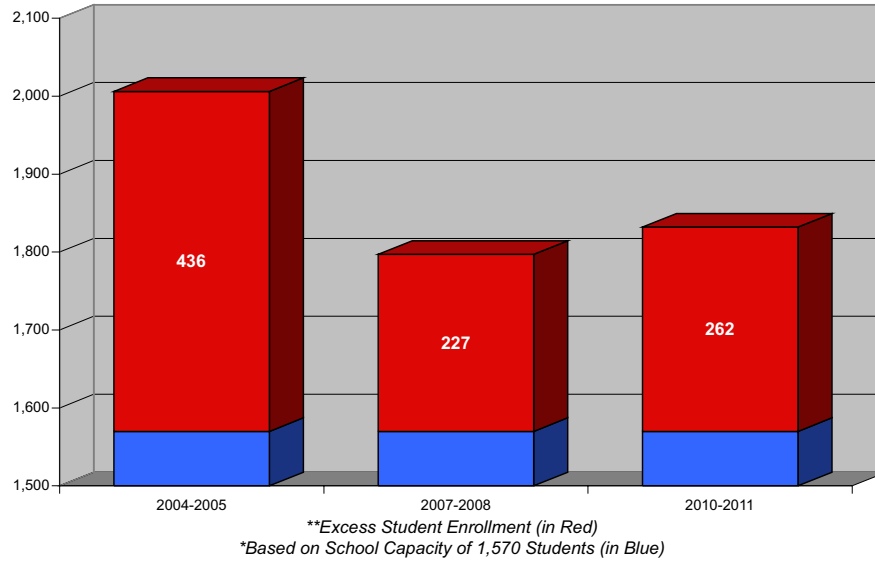
- 6,070 students in permanent buildings
- 2,754 students in portable or “relocatable” buildings
- 8,824 total students within every available RJUHSD classroom facility in the comprehensive high schools

At this time, 33 percent or 1/3 of the existing RJUHSD comprehensive high school capacity is in temporary or “portable” buildings. The total District enrollment, including alternative schools, is projected to be 8,547 in the 2004-2005 school year.

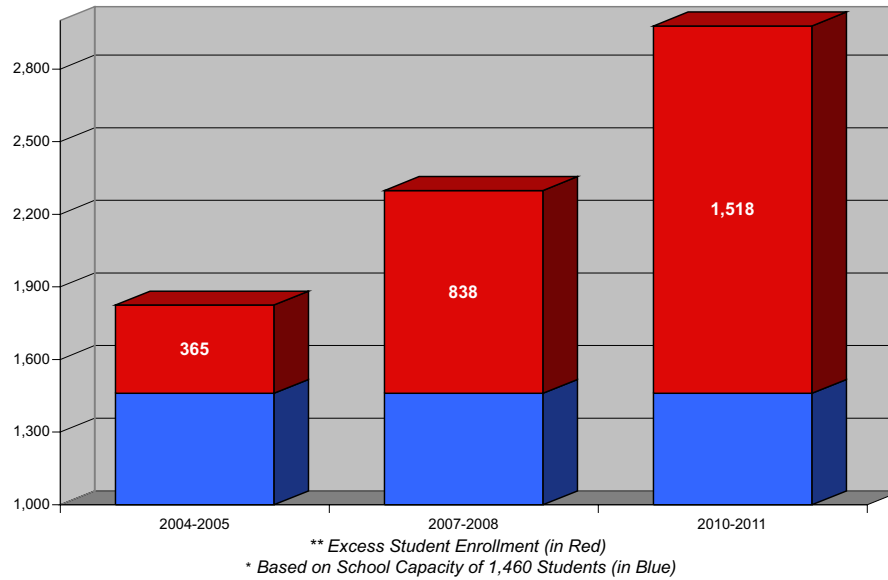


**5.3. Projected Enrollment by Comprehensive High School**

**Woodcreek High School - Projected Excess Student Enrollment\*\* Over School Capacity\***

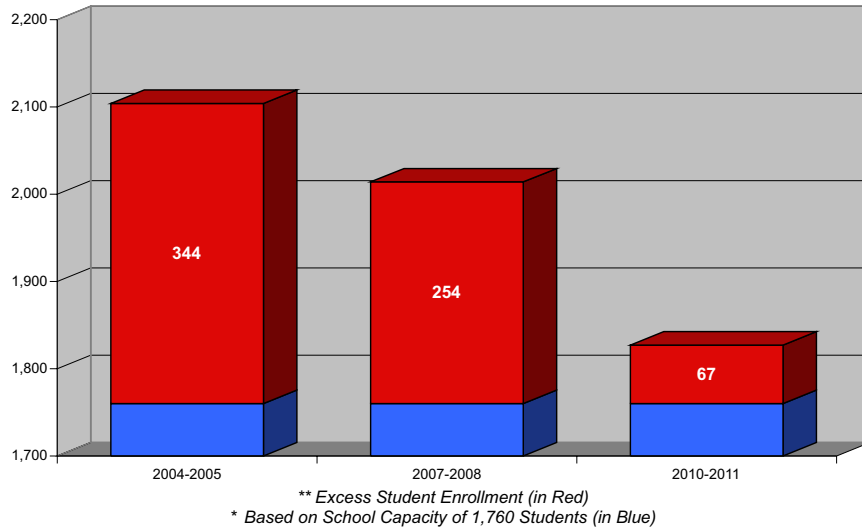


**Oakmont High School - Projected Excess Student Enrollment\*\* Over School Capacity\***

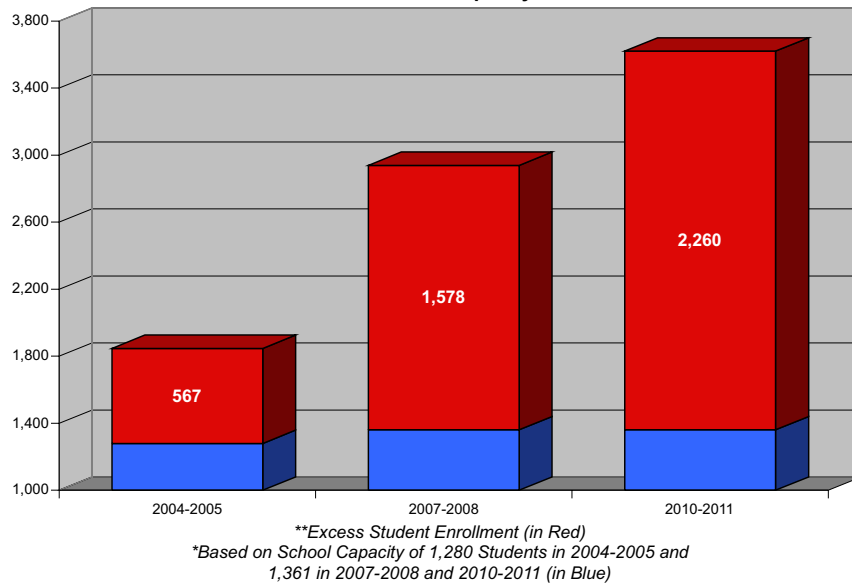




**Granite Bay High School - Projected Excess Student Enrollment\*\*  
Over School Capacity\***



**Roseville High School - Projected Excess Student Enrollment\*\*  
Over School Capacity\***







## **SECTION SIX – EDUCATIONAL RESEARCH ON EFFECTS OF OVERCROWDING**





## SECTION SIX – EDUCATIONAL RESEARCH ON EFFECTS OF OVERCROWDING

### 6.1. Research Suggests Overcrowding Negatively Impacts Learning

As demonstrated by the aforementioned student growth projections, the perceived necessity for increased RJUHSD permanent and temporary classroom space to accommodate the educational needs of students is also driven by research that suggests the potential negative effects of school overcrowding on student learning. The Board of Trustees has committed to a school population of 1600-1800 students. All comprehensive high schools are anticipated to exceed this population by Fall of 2004.

“Overcrowding” within this context refers to schools operating at more than 100 percent of their design capacity. Research on the impact of school overcrowding on student achievement has been imprecise, as many studies are in the midst of tracking the progress of students in overcrowded schools over time. Still, there is evidence that overcrowding can have a dire impact on learning:

- A study conducted by the Citizens' Commission on Planning for Enrollment Growth concluded that students in overcrowded schools scored significantly lower on both mathematics and reading exams than did similar students in underutilized schools. In addition, students and teachers in overcrowded schools reported that overcrowding negatively affected both classroom activities and instructional techniques.
- Corcoran et al. (1988) found that overcrowding and heavy teacher workloads created stressful working conditions for instructors and led to higher teacher absenteeism.
- The National Association of Secondary School Principals (NASSP) suggests that the ideal high school should have a maximum of 600 students. About 71 percent of children attend schools with at least 1,000 students; the number of students attending schools with more than 1,500 students doubled from 1990 to 1998. *In the Roseville Joint Union High School District, all four existing comprehensive high schools maintain student enrollments above 1,800 students; two host over 2,000 students.*

In their report, the Citizens' Commission on Planning for Enrollment Growth concluded that, “Crowded classroom conditions not only make it difficult for students to concentrate on their lessons, but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work or, indeed on teaching anything beyond the barest minimum of required material. In addition, because teachers must constantly struggle simply to maintain order in an overcrowded classroom, the likelihood increases that they will suffer from burnout earlier than might otherwise be the case.”

According to RJUHSD administrators and instructors, overcrowding has already had a direct impact on the logistics of the school day within some RJUHSD schools, forcing changes in schedules, staffing, discipline and safety procedures.

Among the concerns and observations expressed by RJUHSD instructors and administrators:

- Some teachers cannot use a single room for the full day, but must transport their materials from classroom to classroom, leaving little or no time to prepare for upcoming lessons or a to create an adequate learning environment for their students;
- Because they must navigate crowded hallways, students and instructors may require additional time to travel from class to class or are tardy to class;
- Administrators and instructors must devote a majority of their time and energies to maintaining order, rather than undertaking the more important work of leading efforts to improve their schools;
- There may be too few book and gym lockers for the number of students;



- There may be too few parking spaces, multi-purpose areas, technical equipment and other learning resources available for the number of students.

## **6.2. Research Suggests That Physical Building Conditions Has Impact On Learning**

A number of studies have concluded that the physical building conditions within schools and availability of adequate and appropriate classroom space appears to have a direct impact on student learning and staff morale. Good facilities seem to be an important precondition for student learning, provided that other conditions are present that support a strong academic program in the school. Alternatively, inadequate or poor facilities and lack of equipment has been linked through a growing body of research to decreased student achievement and poor behavior. Within the RJUHSD a limited number of facilities are in need of significant modernization due to age. Examples of this are the RHS little Gym and the Adelante High School art room which are each in excess of 50 years old. These facilities and the portables at AHS are considered to be in poor condition. In addition, HVAC and electrical systems in several wings at RHS are substandard and need to be updated.

## **6.3. Smaller Schools/Classrooms and Better Facilities Positively Impact Learning**

Research indicates that smaller schools and classes may positively impact students' educational experiences:

- School size has positive effects on student outcomes as evidenced by students' attendance rates, frequency of disciplinary actions, school loyalty, use of alcohol or drugs, satisfaction with school and self-esteem (Raywid (1995) and Klonsky (1995).
- An effective size for secondary schools is in the range of 400-800 students (Williams, 1990).
- Enrollment size has a stronger effect on learning in schools with large concentrations of poor and minority children (Cotton, 1996).
- Research ultimately confirms what parents intuitively believe: that smaller schools are safer and more productive because students feel less alienated, more nurtured and more connected to caring adults, and teachers feel that they have more opportunity to get to know and support their students (Fowler & Walberg, 1991; Gregory, 1992; Stockard & Mayberry, 1992).



## SECTION SEVEN – RJUHSD EXISTING FACILITIES





## SECTION SEVEN – RJUHSD EXISTING FACILITIES

### 7.1. Comprehensive High School Facilities Overview

The District has occupied the RHS site since 1915. Property acquisitions have increased the campus incrementally with subsequent multiple property acquisitions including land occupied by Independence High School and the Transportation, Technology, Maintenance and Facilities Development departments. The District has attempted to negotiate several property acquisitions north and east of the campus to allow for future expansion. Community athletic groups now utilize Richards Field exclusively, and maintain a limited shared use agreement of the RHS Softball and other fields. The former RHS soccer field was relocated onto softball fields, as a result of new building construction in 2003.

Oakmont High School was opened in 1966. The original site now includes the RJUHSD Administration Office and Success High School. Modernization and new construction projects have taken place on the campus and continue. The only joint use area is the swimming pool, jointly constructed with the City of Roseville in 1975.

Woodcreek High School was opened in 1994 and has increased capacity through the installation of relocatable classrooms on parking lots and hard courts. Mahaney Park allows the opportunity for joint use facility expansion. The Aquatic center and softball fields are utilized by the District under joint use agreements with the City of Roseville.

Granite Bay High School opened in 1996 and now includes “portables,” as well as current new building construction. Ron L. Feist Park may provide opportunity for some joint use of facilities.

### 7.2. Comprehensive High School Description and Primary Use

The following provides greater detail regarding each RJUHSD comprehensive high school facility:



- Granite Bay High School (GBHS): The newest of the District’s comprehensive high schools, GBHS is located in the community of Granite Bay, East of Roseville. The attendance area serves the community of Granite Bay and a portion of the city of Roseville. The school, which serves grades 9-12, opened in the Fall of 1996. The projected enrollment for GBHS’ Fall 2004 student population is 2,104. GBHS is on a four-by-four Block Schedule with the school year split into two 18-week terms. Students are enrolled in four classes each term, which consists of two traditional semesters (two permanent grades of five grades each per class). The campus now maintains:
  - a. 16 Portables
  - b. 50 Classrooms
  - c. 4 Art/Photo
  - d. 2 Consumer/Family Education
  - e. 2 Industrial Technology
  - f. 9 Science
  - g. 1 Video/Media
  - h. 3 Band/Music/Drama

**87 Total / 71 Permanent**



- Oakmont High School (OHS): OHS is a RJUHSD comprehensive high school located in the eastern portion of the City of Roseville. Opened in 1964, the school has a projected Fall 2004 enrollment of 1,825 students. These students are enrolled in a four-by-four Block Schedule with the school years split into two 18-week terms. OHS students attend four classes each term which consists of two traditional semesters (two permanent grades of five credits each per class). OHS maintains:
  - a. 23 Portables
  - b. 42 Classrooms
  - c. 4 Art/Photo



- d. 2 Consumer/Family Education
- e. 3 Industrial Technology
- f. 5 Science
- g. 1 Video
- h. 2 Band/Music/Drama

**82 Total / 59 Permanent**



- Roseville High School (RHS): Known as the “High School on the Hill,” RHS was RJUHSD’s first comprehensive high school. RHS was established in 1912, with the original school buildings serving students by 1915. In 1927, the original office/classroom building was replaced by a new building resembling the original, in addition to several other buildings still in existence and in use today. Located in the heart of Roseville, RHS operates on a seven-period, Carnegie-unit schedule (see “Block Schedule versus “Carnegie Unit or Traditional Schedule”) and has a projected Fall 2004 enrollment of 1,847 students. As this is the District’s oldest school, it has required the greatest renovation and new construction of any of the comprehensive high schools. RHS’ renovation first began in 1986 with the 400, 500 and 600 wings, followed by the receipt of a \$400,000 grant from the City of Roseville’s “Citizen’s Benefit Fund” to convert an unused auto shop into a small theater and media studio. Later, the District implemented extensive landscaping and new exterior fencing, student benches, terraced gardens, added hardscapes, and plazas. Three years ago, renovation continued with the building of a new “Main Building” which houses nine math classrooms and a new office location for administrators, counselors, and support staff. RHS now maintains:
  - a. 46 Portables
  - b. 37 Classrooms
  - c. 3 Art/Photo
  - d. 2 Consumer/Family Education
  - e. 1 Industrial Technology
  - f. 9 Science
  - g. 1 Band/Music/Drama

**100 Total / 64 Permanent**



- Woodcreek High School (WHS): WHS is a RJUHSD comprehensive high school located in West Roseville. WHS opened in September of 1994. By Fall 2004, WHS is projected to serve 2,006 students in grades 9-12. WHS is on a four-by-four Block Schedule with the school years split into two 18-week terms. Students are enrolled in four classes each term which consists of two traditional semesters (two permanent grades of five credits each per class). The WHS campus covers 40 acres, including five acres of shared use with the City of Roseville’s 88-acre Mahany Park. WHS has:
  - a. 17 Portables
  - b. 44 Classrooms
  - c. 4 Art/Photo
  - d. 2 Consumer/Family Education
  - e. 2 Industrial Technology
  - f. 8 Science
  - g. 3 Band/Music/Drama
  - h. 1 Video

**82 Total / 65 Permanent**



### 7.3. Alternative Programs and Campuses

The benefits of optional, educational alternatives provide opportunities for success for RJUHSD students at risk of failing or dropping-out, students in need of necessary alternatives to school structures, schedules and procedures, students with Special Education needs, and adult students.

These students are either not reaching the standards they should attain, or are failing, or are not in school, but they can succeed and even excel in these alternative educational models. Optional alternatives, including independent study, can provide necessary accommodation, offer individualized approaches and strategies for effective learning, and provide necessary counseling and individualized support services.

The benefits and challenges with regards to these school facilities is that they require far less classroom and other facility space, due to their smaller student enrollment and staffing needs. The following provides greater detail regarding these RJUHSD alternative schools and facilities:



- Adelante High School (AHS): AHS is the continuation program for RJUHSD. Continuation programs serve students who may have had a history of school failure, and as a result, may be performing well-below grade level or require additional assistance in order to be successful. Opened in 1966, AHS is situated on approximately four acres and occupies the site of Roseville City School District's old Atlantic Street School. AHS' present enrollment is 208 students. The facility includes eight standard, academic classrooms, three computer labs, an art/ceramics room, home economics and day care facilities, a full woodshop and auto shop, and a multi-purpose room for presentations. All of AHS' eight classrooms and office buildings are older "portable classrooms." Existing buildings are in need of replacement and design work is continuing. Property acquisition has taken place to allow the construction of onsite parking. The Dry Creek Flood Plan impacts a large portion of the campus, which is utilized for outdoor education programs.
- Challenge High School (CHS): Located in West Roseville as part of the Woodcreek High School campus, CHS serves 50 students. CHS provides oversight and coordination of all Special Education services throughout the District. CHS is committed to providing its students with the necessary support and expertise to promote educational excellence and ensure students with diverse needs receive an appropriate and effective education program. Challenge features three classrooms, an administration office, first aid station, faculty preparation area, and a kitchen/cafe within a multi-purpose room that also serves as a classroom (one of the total three).



- Independence High School (IHS): IHS is a fully-accredited high school that uses independent study (or one-to-one ratio) as its method of instruction. IHS offers the same graduation requirements as a traditional high school. IHS serves approximately 334 students, 18 percent representing ethnic minorities. IHS opened in the new facility in 2001 and located near Roseville High School in Roseville. This one-of-a-kind facility was designed to meet the educational needs of independent study. IHS also offers science lab and classroom capabilities, maintaining extended hours (7:30 am – 9:00 pm) and staffing to instruct and supervise students with non-traditional school schedules.



- Roseville Adult School (RAS): The RAS program provides a learning environment where adults of all ages and varied abilities can continue to learn and use a variety of resources including technology, to become more productive, responsible, and creative citizens. The primary RAS campus is located on Branstetter Street near Atlantic Street in Roseville. The main RAS campus occupies a converted-residence and two portable classrooms. However, RAS does offer classes (primarily in the evenings) in other RJUHSD school facilities, as well as Dry Creek School District facilities, the North Roseville Recreation Center, the Roseville Family Cooperative Project, and the Roseville Science Technology Access Center. RAS also offers adult students seeking English as a Second Language (ESL) courses a video check-out program that aligns with California State Standards and the RAS ESL curriculum. RAS' present enrollment is approximately 300 adult students.



- Success High School (SHS): SHS opened in 1979 to provide an alternative learning environment dedicated toward a mission of promoting, providing and enhancing the basic education and social skills of ninth and tenth grade level students. Currently, SHS serves 37 students with six staff members. The SHS campus is located near OHS, and consists of three buildings housing three classrooms, an office, counseling room, first-aid room, four outside and one inside restrooms, and maintenance and storage areas.

#### 7.4. RJUHSD Administration Facilities



The RJUHSD also maintains several Administration and District staffing facilities. The following describes these buildings in greater detail:

- **RJUHSD Administration Offices:** Providing office space to the RJUHSD Superintendent and Deputy Superintendent, as well as the Curriculum and Instruction Department, the Personnel Department and Student Support Services Department, the RJUHSD Administration Offices are located next to OHS on Cirby Way in Roseville. The RJUHSD Administration offices include a permanent building with office space accommodating 17 staff members, a business center and a large conference room (that is also used for RJUHSD Board meetings). The RJUHSD Administration offices include a “portable classroom” building that provides office space for the RJUHSD Business Services Department.
- **Business Services Department:** The Business Services Department is responsible for all of the accounting and budgetary functions within the RJUHSD. Located within a portable building next door to the RJUHSD Administration Offices, this facility houses eight employees.
- **Transportation Department:** The RJUHSD Transportation Department provides transportation services for approximately 900 District students, and also contracts with the Roseville City School District, transporting 1,100 elementary school students. The Transportation Department’s operations include full repair, service, maintenance, and storage of school buses. Currently located on Berry Street near IHS, the Transportation Department will move to a new facility on Industrial Avenue following land use and building approval by the City of Roseville. The current schedule for City approval projects that construction will begin in December 2004. Administration and dispatch personnel are also located on this site (approximately 70 total employees, including Roseville City School District staff).
- **Technology Department:** The RJUHSD Technology Department is responsible for overseeing all computer, telecommunication, video equipment, their respective networks, and Infrastructure. In coordination with the Curriculum Department and school sites, the Technology Department designs, implements, and maintains numerous systems and technologies to support business and curricular functions throughout all District locations. The Technology Department was recently re-located from a portable building located next to the Facilities Department to the former 810 Wing of Roseville High School.



- **Maintenance & Operations:** The RJUHSD Maintenance & Operations Department is responsible for maintenance of all district buildings and grounds, consisting of approximately 700,000 square feet. In all, the District maintains approximately 296 classrooms, 11 offices, eight gyms, 98 restrooms, four cafeterias, three performing arts theaters and three competition swimming pools. The RJUHSD Maintenance and Operations Department occupies a District-owned “portable” classroom. Two leased buildings are used for District storage. Located at #2 Tiger Way, near RHS, this site provides office space for three Maintenance and Operations staff members.
- **Facilities Development:** The RJUHSD Facilities Development Department coordinates facility development and financial management of development and construction revenues and expenditures for the RJUHSD. The Facilities Development Department is located in the former Independence High School portable buildings after moving from the Oakmont High School campus. The department includes three staff members located in one portable building adjacent to the Maintenance Department at #2 Tiger Way.
- **Food Services:** The RJUHSD Food Services Department operates cafeterias at the four comprehensive high schools using a wide range of vendors to ensure outstanding quality and price control. Food Services personnel are located at the four comprehensive high schools, and within a small office at OHS.



### 7.5. High School Comprehensive Facilities Comparison and Statistics

While each RJUHSD comprehensive high school campus is unique in design and utilization, this Plan has attempted to identify similarities between types of facilities within each school (i.e. core facilities, labs, classrooms, athletic fields, etc.), allowing for a comparison that is based upon a common set of standards. Actual utilization of rooms may vary due to enrollment capacity:

DISTRICT COMPREHENSIVE HIGH SCHOOL COMPARISON SHEET				
SCHOOL	Granite Bay	Woodcreek	Roseville	Oakmont
2004 / 5 Projected Enrollment 7.12.04	2,104	2,006	1,847	1,825
Site Area	40.6 Acres	35.5 Acres	45.6 Acres	44.2 Acres
Parking spaces	597	406	333	442
Handicap Parking	12	13	13	7
Existing Teaching stations	87	82	97	82
Teaching stations required per Dept. of Ed.	85	81	74	73
<b>Teaching Station Details</b>				
Classrooms	50	45	37	42
Art Classroom (Art + Photo)	4	4	4	4
Consumer & Family Arts	2	2	2	2
Industrial Technology	2	2	1	3
Science	9	8	9	5
Video / Media	1	1	0	1
Band / Music / Drama	3	3	1	2
Relocatable Classrooms	16	17	46	23
<b>Restrooms</b>				
Unisex Staff Toilets	5	3	4	3
Men's Staff Toilets + Urinals	2+2	2+2	3+3	3+4
Female staff toilets	3	3	3	5
Girls Toilets	32	32	34	24
Boys Toilets + urinals	14 + 23	14 + 23	18 + 32	14 + 23
Unisex Student Toilets	3	3		
<b>Core Facilities</b>				
Library	1	1	1	1
Weightroom	2	1	1	1
Dance/Aerobic	2	1	2	0
Theater	500 seats	500 seats	150 seats	320 seats
Main Gymnasium	1460 seats	1460 seats	1380	1800 seats
Small Gymnasium	1	1	1	1
Multi-Purpose Buildings	1	1	1	1
<b>Athletics</b>				
Football Stadium	1 *	1 *	1 *	1 *
Soccer	1	2	2 *	2
Baseball	2	2	2	2
Softball	2	0	2	2
Practice Fields	1 **	1 **	1 ***	1 **
Tennis Courts				6
Basketball Courts				8
<b>Notes:</b>	* Artificial track w/ Grass Field	* DG track and Grass field	* DG track and Grass field	* Artificial Turf and track
	** Practice field overlays softball fields	** Practice field overlays Soccer Fields	** Temp Soccer Field created over old softball fields	** Soccer Field is the only practice field.
			*** Practice field overlays Softball Fields	
			3 additional T.S will be added with completion of the 500 seat PA bldg summer 2005	



## 7.6. Vacant Property

The District acquired property in Antelope for the construction of a fifth comprehensive high school. General Obligation bond elections (presented to fund the construction of this school) have twice failed to pass, resulting in the delay of construction on the proposed Antelope-area high school. Maintaining and protecting this vacant property has proven to be a costly effort for the District. Addressing issues related to property maintenance, illegal dumping and trespassing is drawing increasingly upon District resources.

The District has completed the negotiations for a 53 acre high school site adjacent to a proposed large regional sports complex and open park land in the West Roseville Specific Plan area. Acquisition may be delayed until all funding is in place from State and local resources. The District has also acquired property in north Roseville for the purpose of relocating the Transportation Department.



## SECTION EIGHT – POTENTIAL OPTIONS AVAILABLE TO ADDRESS STUDENT OVERCROWDING





## **SECTION EIGHT – POTENTIAL OPTIONS AVAILABLE TO ADDRESS STUDENT OVERCROWDING**

In addition to executing “stop-gap” measures while potential new schools are under construction, RJUHSD is also considering or implementing a number of other options to address potential overcrowding in the short term. In general, these strategies fall into two broad categories: 1) finding new space and remodeling to more fully utilize existing space; and 2) using time and program development/structure to better utilize existing space and potentially counteract some of the negative effects of overcrowding.

### **8.1 Finding Or Creating New Space**

#### **8.1.1. District Configuration**

The Board of Trustees has considered the options of District configuration, including seven alternative site locations in the western portion of the District that would serve the students located in the Antelope-area and west Roseville. The best options based upon the school site development standards of the State of California, cost of site development, and availability of property, results in two sites for construction of the next two comprehensive high schools. The first is District-owned property located in Antelope. The second is 53 acres located within the West Roseville Specific Plan, in which the District has the option to purchase. The Board reaffirmed this directive at their May 18, 2003 meeting. In the longest term considered by this plan, an additional high school campus may be warranted in the far western portion of the District as that area develops, depending upon density of residential construction. City and County General Plan build-out density will be considered in long-range planning projections. No consideration will be given to the large scale increase in density that potentially exists for the Granite Bay area; however, build out density projections will be presented based upon approved land use designations and recorded lots. It will be important to monitor parcel map activity in Granite Bay, as this level of development will not be as apparent as the specific plan areas in the City of Roseville.

#### **8.1.2. Proposed Fifth High School – Antelope-Area**

In order to meet the needs of the RJUHSD’s projected student population, the RJUHSD Board of Trustees has concluded that this district will need at least two new high schools by 2010. A proposed fifth high school may be located in the Antelope-area (see “Vacant Property”). The school is planned to serve the students located within the Antelope community, with the main buildings located at the current end of Elverta Road past Palmerson Drive. The district purchased 50 acres to create a site for a new high school.

Should funding become available, the proposed fifth high school is tentatively scheduled for construction between April 2006 – August 2007, opening classrooms to students beginning the 2007-2008 school year. This school is currently planned to have a student capacity of 1,400 students.

#### **8.1.3. Proposed Sixth High School – West Roseville**

A proposed sixth high school will be located within what is now referred to as the West Roseville Specific Plan. This high school will serve the needs of students to be located within the 3,161 acres west of Fiddymont Road.

As the RJUHSD collects developer fees prior to permit issuance for new residential, commercial, and industrial projects, if the West Roseville Specific Plan is approved, the developers (Westpark Associates and Signature Properties) involved have agreed to fund more than \$38,000,000 to fund their portion of the construction of the proposed West Roseville High School. This amount is far more than the statutorily required developer fees, and more than any other developer has been willing to pay previously. Regional developers already pay approximately fifty percent of the cost for constructing new facilities necessitated as a result of the addition of new homes.



#### 8.1.4. Leasing Portable Classrooms



Leasing “Portable” or Relocatable Classrooms provides a quick, cost-effective way of obtaining additional short-term space. Currently, the RJUHSD leases and installs portable classrooms at a cost in excess of \$55,000 per portable for the first year, and approximately \$5,500 per portable each subsequent year. RJUHSD now leases and maintains 106 portables at the four comprehensive high schools and 15 others serving the rest of the school district. The District projects that it will add 24 portables in the upcoming three years prior to the opening of the proposed fifth school.

The advantages of relocatable or “portable” classrooms are many. They can be put into use faster than constructing new permanent classrooms. They can be moved from school-to-school where and when they are needed most. They provide for instructors the opportunity to better control classroom temperature and lighting conditions.

However, good quality relocatable classrooms are not necessarily cheaper than permanent ones. Portable classrooms are not delivered to the District ready-for-use. Handicap access, site work, electrical and phone wiring, water (if necessary) and other costs make portable classrooms an expensive option. And when placed on existing athletic fields or parking lots, they can have a significant impact on school life and support programs/services. Energy consumption costs by portable classrooms is higher than that of permanent classrooms.

At Roseville High School particularly (now maintaining 46 portables), students and instructors have been greatly impacted by the loss of 144 parking spaces, as well as the loss of the RHS tennis courts, some basketball courts, the former soccer field and two softball diamonds. Covering these areas with portable classrooms has also generated negative feedback from community organizations that utilize the RHS athletic fields and parking lots (such as the Roseville Little League, Roseville Girls Softball and Bobcat Football organizations). Area neighbors living near RHS have also complained about RJUHSD students parking on private streets or blocking alleys due to lack of parking space on school grounds. Organizations with which the RJUHSD enjoys joint use agreements, such as the Roseville Parks and Recreation Department (RPRD), have reported investing over 25 percent more staff time into relocating participants and events, fielding customer complaints/inquiries or changing program implementation for RPRD programs that jointly utilize RHS facilities (such as the theater, swimming pool and athletic fields).



Woodcreek High School (WHS), which now maintains 17 portables, has lost 61 parking spaces. It is projected to lose additional parking and physical education space in upcoming years.

Granite Bay High School (GBHS) maintains 16 portable classrooms at this time. Granite Bay High School (GBHS) basketball courts and tennis courts have been covered by portable classrooms and the construction of a new, two-story building. The GBHS basketball courts will be moved to the former GBHS tennis courts. The GBHS tennis courts will then be relocated to the new Ron L. Feist Park through a joint use agreement.

Neighborhood associations located near WHS and GBHS have complained about students parking on streets, rather than within school parking lots. Increased traffic has also been reported as an association concern.

Oakmont High School now houses 23 portable classrooms. Additions of portable classrooms began to impact physical education areas in 2004, and will impact parking lots in 2005.

AHS pending construction will result in a relocation of parking and construction impacts during the 2004-2005 school year. This project will replace deteriorating portable classrooms.

While portable or relocatable classrooms are a quick, and in some cases, convenient option to address student overcrowding concerns, installing and using them has resulted in lost athletic and parking space, increased infrastructure costs and potentially reduced community and neighbor support. The possible negative effects, if any, of the portable structure or temporary learning environment (versus permanent classroom buildings) on RJUHSD student learning or employee morale has yet to be measured.

#### 8.1.5. Remodeling Existing Space and School "Requested Improvements"

The District's Facilities Development Department has already conducted a series of meetings with school staff and administration to identify critical needs, pinpoint existing space that may be used or modified for future classrooms, and collect a list of "Requested Improvements" of program space requirements. Those meetings have resulted in changes and new construction in existing space throughout the District.

Also at RHS, the former Industrial Arts building was found to be underutilized and an inefficient use of space. This building was reconstructed to now house the RHS Dance program (formerly implemented in the RHS cafeteria, which reduced the number of Dance classes (a very popular program) RHS could offer due to the time required for RHS to set-up, clean-up and break down the cafeteria for its two lunch periods. This space also serves the RHS Digital and Photo Labs.

At OHS, the former Metal Shop has been converted into a new Weight Room for the Physical Education Department. The existing art rooms, auto and wood shops and media lab have not been modernized and may undergo program changes as the school grows.

The donation of a new weight training facility at GBHS will reduce the impact on existing physical education classrooms.

#### 8.1.6. Collaboratives

Previously, the RJUHSD jointly offered classes with Sierra Community College, allowing RJUHSD students to enroll in college-level courses and earn college credits while still in high school. Unfortunately, Sierra College recently ended those classes due to extensive budget cuts. Should Sierra's budget situation improve in the upcoming years, the availability of Sierra Community College courses (at the Sierra Campus and through cable television) to RJUHSD students may be reinstated.



Additionally, California State University, Sacramento (CSUS) and developer Eli Broad are in negotiations for a gift of more than 250 acres of land for a CSUS Placer County campus in the Broad-owned development of Placer Ranch in south Placer County (see “Proposed Regional Universities and Colleges”). While still in the planning stages, the proposed CSUS Placer Campus would be located in Northwest Roseville and (according to CSUS Public Affairs representatives) may provide facility space for potential RJUHSD classes or CSUS courses available to RJUHSD students.

#### 8.1.7. Athletics, Community Use and Joint Use Agreements

Many community groups and the City of Roseville Recreation and Parks programs utilize the District athletic fields and facilities. This level of facility utilization requires extra space for support needs in addition to higher levels of development and maintenance. Joint Use agreements provide some additional facilities on land owned by other agencies. Over time the level of community use of RJUHSD facilities has increased dramatically.

Particularly because of the loss of athletic field space due to the installation of portable classrooms, the RJUHSD Administration is in negotiations for the potential joint use of City-owned facilities including Mahany Park and parks proposed within the West Roseville Specific Plan. The District is also negotiating with Eureka School District and Placer County for joint use of Feist Park in Granite Bay. While such Joint Use agreements ensure efficient and continuous use of space, the increased “wear-and-tear” on facilities and fields results in field degradation and increased grounds maintenance costs.

#### 8.1.8. Relocating Administrative Space

Relocating administrative offices such as the RJUHSD Technology Department to the RHS 810 Wing and the upcoming relocation of the OHS Administration Offices during building remodeling should ultimately result in educational program benefits.

#### 8.1.9. District-Wide Redistribution of Space

While not planned at this time, the RJUHSD may be forced to change the District’s overall attendance boundaries, thus changing both the geographical location and the overall number of students the District must serve at each school in the future. By shifting district attendance boundaries, building utilization can be equalized across the district, thus relieving some of the burden on overcrowded schools and making more efficient use of lower-enrolled schools.

#### 8.1.10. “Virtual High Schools”

While distance learning at colleges is growing at greater than 70 percent nationally, distance learning at high schools has been slower to catch on. However, over 200 high schools in 26 states and 10 countries now offer students the opportunity to earn their entire high school education units online. This is not currently practiced within the RJUHSD, but may be considered at a later time.

The appeal to school districts that offer “Virtual High Schools” is diverse. Smaller or remote schools can offer classes they might never be able to fund traditionally. Advanced placement or courses that may only attract a few students may still be offered that will meet these individuals’ needs more cost effectively. Students with nontraditional schedules may more easily complete high school courses at various hours of the day or night. Students with special needs, physical handicaps or English as a Second Language (ESL), for example, may find renewed interest when they are able to participate in class without the fear of stares or ridicule.

Virtual High Schools require only one teacher for VHS training and a technical advisor to act as site coordinator and implement technical troubleshooting when needed. The mass availability of Virtual High Schools has only been offered to students since 1996, so longitudinal data is inconclusive



regarding the effectiveness of this educational outlet versus the traditional high school experience. Proponents state that Virtual High Schools appeal to the “Gen Y,” students born between 1982 and 2000, who are more comfortable learning in a purely digital environment. Opponents (primarily parents and instructors) fear that Virtual High Schools may encourage isolation and discourage collaborative and group learning opportunities.

#### 8.1.11. Home Study Options

Students that attend Roseville Adult School (RAS) are unique in that they are adults (over 18-years of age) who wish to pursue high school diploma completion, General Education Development (GED) preparation and testing, English as a Second Language (ESL) courses, United States Citizenship preparation, computer classes and parent education opportunities, among others.

Because RAS students are often working adults and parents, or may have socio-economic or language challenges, some have found issues such as childcare, transportation and inflexible schedules to be barriers to continuing their education. Also, like all RJUSHD schools, RAS has more students than it has classroom space.

To address these issues, this year RAS has implemented an extremely effective and popular option for its students and staff. RAS started a video check-out program for adults to practice their English language skills using tutorial videos and support materials at home. Students check out videos and supporting written information during day and evening office hours. The video series used are sequential, allowing students to progress to more and more difficult lessons. To date, over 50 students have taken advantage of this delivery system.

This program was approved by the California Department of Education as one of the State’s Adult Education Innovation and Alternative Instructional Delivery Programs. To ensure that the program and videos meet all California Department of Education requirements, RAS has limited the number of hours of attendance it claims for students utilizing this service. But the students’ response to this option has been overwhelmingly positive, and the number of students utilizing this service is growing daily.

Since all of the RAS ESL students are involved with the Comprehensive Adult Student Assessment System (CASAS), RAS may easily track level gains and report accountability for these students. Because all of the RAS ESL classes now have waiting lists, this program also allows students to begin learning English while they are waiting to enroll in the on-site classes.

The success of this program is due in a large part to the maturity of the students enrolled. The students must have the self-discipline and desire to learn outside of the traditional classroom, learning environment.

## 8.2. Using Time To More Fully Utilize Existing Space

There are several potential methods/options of using time in order to ease the burdens caused by school overcrowding to more fully utilize existing space:

### 8.2.1. Extended Day Programs, Double Sessions and “Zero” Period

Three of the RJUHSD’s four comprehensive high schools offer “Zero” Period, or classes that begin at approximately 6:45 am, prior to the generally-scheduled first period which begins at 7:40 am at RHS and 7:45 am at the other three comprehensive high schools. Approximately 100 RJUHSD students now attend Zero period – a limited number of teachers instruct classes during Zero Period. At this time, teaching a Zero Period class is a voluntary assignment for the instructors. OHS does not currently offer classes during Zero period.



A challenge created by offering Zero Period classes is the lack of availability for students who are bused to school (as the District does not have busing capability at that time of day). It is for this reason that OHS discontinued offering Zero Period courses, because those classes were unavailable to students living and busing in from Antelope.

Three of the four comprehensive high schools offer staggered lunch periods to alleviate student overcrowding issues (such as adult supervision, discipline, and lack of sufficient resources at one time or over-use of facilities) on such areas as the cafeteria, multi-purpose rooms, and library and school quads.

Ninth and tenth grade RJUHSD students are expected to take physical education classes to fulfill their high school graduation requirements. After that, students may take physical education courses as electives, thus encouraging student athletes to enroll in team sports and athletic clubs after school and outside of class time. While this allows more time during the traditional school day for academics, it does encourage fewer students to exercise after tenth grade, thus risking childhood obesity and related other healthcare issues. As is the case for Zero Period, students requiring busing may not be able to participate in after school physical education or other after-school programs due to lack of transportation.

Independence High School and Roseville Adult School both offer day and evening classes to accommodate non-traditional schedules.

Finally, there is the potential to offer classes in "shifts," requiring groups of students to attend only morning, afternoon or evening classes. While this alternative offers continuous use of classroom space, it increases normal "wear and tear" on facilities up to three times faster. Research also indicates that students and teachers are less likely to offer or experience innovative classes/programs under such circumstances, as potentially interested or qualified students would not attend offered courses at the same time. Additionally, administrators report that such extended, shift scheduling often results in vastly increased Master Scheduling problems.

#### 8.2.2. "Block Schedule" versus "Carnegie-Unit" or Traditional Schedule

Three out of RJUHSD's four comprehensive high schools are now on a "Block Schedule." Block scheduling is an alternative to the normal Carnegie-unit oriented schedule. Under the Carnegie-unit-oriented schedule, students are often required to attend six to seven class periods in a school day, in order to meet the academic credit requirements for the award of a high school diploma.

Some of the disadvantages of the Carnegie-unit-oriented schedule include: overwhelmingly daily schedule for students, reduced contact time per day with subject-area teachers, reduced time for problem-solving in the classroom, increased discipline problem due to constant hallway movements, and students becoming "prisoners to time" as they rush from class-to-class throughout the school day.

As a way to minimize all of these problems, educators and researchers developed block scheduling as part of whole school reform efforts. The Block Schedule is also called Intensive Schedule or Macro Schedule. Block Scheduling decreases the number of instructional classes per school day while increasing the length of each class.

Different models of block scheduling have been used in high schools including Accelerated Schedule, the 2 x 4 Semester Scheduling (also called the A-B Schedule), and the 4 x 4 Semester Block Schedule. Out of all of these, the 4 x 4 Semester Block is the most widely adopted and popular model in high school reform initiatives.

The 4 x 4 Semester Schedule divides daily instructional time to four ninety-minute instructional periods. Each ninety-minute period meets for ninety days in a semester to cover one academic year's



worth of content credits (Carnegie units). The 4 x 4 semester block schedule can also be called the 90 x 90 Semester Block Schedule.

Many advantages have been ascribed to the 4 x 4 block schedule including: increased teacher and student creativity, positive school climate, improved student attitude, more time on instruction, increased attendance, reduction in pull-out problems, lower class sizes in critical subject areas, and less stress on students/teachers. Results from a 2003 random survey of new employees by the RJUHSD Personnel Department found that the availability of teaching within a Block Schedule was seen as an employment advantage by the new teachers and aided in the District's ability to recruit.

However, there are some disadvantages including transfer restrictions. Professional development issues need to be addressed before and during the transition from regular to block schedule. Experienced instructors that have taught Carnegie-unit-oriented schedule throughout their career (such as the teachers within RHS that have instructed under this system for ten years or more) are resistant to the change and perceived more work associated with longer, single class periods. There is no consistent evidence to indicate that alleged advantages have translated to improved student achievement.

### 8.2.3. Year-Round Education

While not currently practiced within the RJUHSD, changing from a nine-month to a twelve-month calendar allows schools to accommodate more students in existing buildings. With this strategy, all students attend school for the same number of days--180--every year, but take several short vacations rather than a single three-month-long summer break. Most programs divide students into three or four "streams"; while one group is on vacation, another uses the vacationing group's classroom space.

While year-round education relieves overcrowding and has some educational benefits (such as increasing students' retention of what they have learned), surveys indicate some drawbacks including: parents may resist changes to the traditional school year; school maintenance and student transportation costs may increase; and, in warmer climates, schools may have to be fitted with extra or increased air conditioning for summer classes, which may be prohibitively costly.

### 8.2.4. Prep Period Classroom Use

Most RJUHSD instructors have "Prep Periods," or at least one course period per day that is devoted to preparing lesson plans, fielding and returning parent or publisher phone calls, grading papers, and meeting with colleagues or teacher's assistants. Most instructors complete their work during their Prep Period within their primary classroom.

Utilizing all classrooms solely for immediate student instruction, thus requiring instructors to conduct Prep Period activities outside of their classrooms, would increase classroom student use capacity by approximately 15 percent. The majority of RJUHSD instructors do not feel this option best serves the needs of RJUHSD students. They site three critical, qualitative issues to support this viewpoint:

- The original design of each RJUHSD high school assumes that the school classroom is where the teacher is expected to "work." Unlike colleges and Universities, RJUHSD instructors do not have large offices, professional libraries, phones, storage facilities or meeting areas to conduct business, speak with parents regarding confidential issues or work on lesson plans. Such materials as files, text books, maps and visuals are kept within the classroom for this use. Good instructors often need hours of time developing lessons, grading papers and developing support materials or classroom displays prior to conducting lessons before students, to effectively instruct their subjects to students. Availability of time and access within the instructors' actual classroom is necessary to adequately address these issues.



- Requiring instructors to share classrooms has a negative impact on the quality of the instructional program delivered to students. Sharing classrooms discourages teaching methods such as project management, small group learning, applied learning, hands-on instruction and assessment literacy, because such methods require time to set up and space to implement. Teachers are less likely to utilize technology or conduct simulations if they must set-up and break down such lessons/tools three times per day.
- Sharing classrooms risks lowering instructor/staff morale, as well as an instructors' ability to "connect" with students. An instructor's classroom serves as a unique environment that reflects "who they are." It provides the teacher space to display student work, demonstrate achievement and evaluate "who the instructor is." The classroom provides instructors with a personal space that encourages and welcomes their students. If instructors are forced to enter and leave several classrooms each day, those teachers are far less likely to connect with, notice or display their student's achievement in a meaningful way.

#### 8.2.5. Smaller Learning Communities (SLC)



The RJUHSD Smaller Learning Communities (SLC) program is designed to connect small groups of students with teachers for in-depth learning experiences in a variety of potential career areas such as technology, business, health, environmental science and international studies, among others.

SLCs allow teachers to better support students as they move toward their educational and future-career goals. The SLC program also provides students with focused course scheduling options, integrated curriculum between subjects, increased extra-curricular opportunities, clubs and competitions within their fields of interest, and first priority for internship and job shadowing experiences within those focus areas.

Research indicates that students, who are provided the opportunity to learn more about various career fields and professional paths, are subsequently much more focused, enthusiastic and successful in high school. Research also suggests that students in smaller settings have better attendance, are less likely to drop out, have fewer discipline problems, and often perform better academically. As RJUHSD schools become larger and overcrowded, SLCs have been developed and implemented to engage and interest students to keep them from "falling through the cracks."

RJUHSD received a three-year, \$2.1 million federal grant from the United States Department of Education to create SLCs within the four comprehensive high schools. While this grant is now completed, the District's most successful SLCs (including the WHS Environmental Science SLC and OHS' Health and Technology Academies) continue to be funded through private donations and some State funds.



#### 8.2.6. Academy Schools

Within Oakmont High School, two Smaller Learning Communities (SLC) exist known as Partnership “Academies” – the Health Careers Academy and the Technology Academy.

The Partnership Academy Model is a three-year program for grades 10-12, structured as a “school-within-a-school.” Academy components include rigorous academics with a career focus, integrated curriculum between a team of teachers, (generally) smaller classes and active business involvement. As this is a voluntary, student program it is conceivable that students from other schools could sign-up, be accepted and transfer to OHS to participate within one of the Academies.

This program is funded in part through the California Partnership Academies program within the California Department of Education, as long as it maintains a pre-established, minimum number of students. The Academies are also funded to a greater degree than many other, general school programs through various business and personal donations. Therefore, the Academies model may potentially “pay for itself.”

#### 8.2.7. Internships

Student internships fulfill two important functions for the RJUHSD – they provide invaluable hands-on learning experiences for students, as well as temporarily relieve some classroom overcrowding when the students are completing their off-site projects.

Most graduating seniors that participate in an SLC program are required to complete a set number of hours implementing an internship project or community service venture. The RJUHSD attempts each year to match SLC seniors with regional businesses, schools and nonprofit organizations for this purpose. However, the District does ask of their hosts to provide activities for the seniors to complete that are more than basic administration actions (such as filing), so that the students may gain true, hands-on, career-related experiences that will better prepare them for college or the future workforce.

In return, the internship hosts are presented with resumes of exceptionally qualified students, are encouraged to interview and select their intern(s) just as they would an actual employee, and gain valuable employment support or a completed project by the end of each semester – generally free of charge. The RJUHSD students complete their activities to earn grades, and (in most cases) do not expect to be paid a salary for their internship experience (depending upon the activity).

Among the activities that previous RJUHSD SLC students have implemented during their internships were web site design, computer hardware networking, article and brochure copy writing, event planning and implementation, catering, construction and building projects and performing and visuals arts projects.



## SECTION NINE – ASSUMPTIONS, PROJECTIONS, CONCLUSIONS





## **SECTION NINE – ASSUMPTIONS, PROJECTIONS, CONCLUSIONS**

Acceleration in the pace of development within the RJUHSD, coupled with dependence upon voter approval for District construction/renovation funding, has resulted in the need to continually update and alter assumptions within the Facilities Master Plan. It is presumed that these assumptions will remain “fluid” until the completion of all required renovation and construction on the existing, and construction on future high schools, and support services identified in the Facilities Master Plan.

Ongoing and incremental implementation of the Plan will take place as funding from State and local sources become available. The source of the local funding, and uncertainty regarding these funds, limits the efficiency and effectiveness of the Plan’s implementation strategy.

### **9.1. Policies, Directives and Assumptions**

The following is a summary of the current Board policies and directives as related to facility development, and assumptions used for the preparation of the Facility Master Plan:

#### **9.1.1. Board Policies and Directives**

- New comprehensive high schools shall be designed for a maximum of 1600 students in permanent facilities with expansion to 1800 using temporary facilities.
- Existing campuses will convert portable classrooms to permanent buildings, for a permanent capacity to serve enrollment not to exceed that projected for students in the year 2010.
- Minimum net acreage for new comprehensive high schools shall be 45 acres provided joint use facilities are available. Note: the State of California has established standards for high school campuses that may vary from the District standard, based on proposed enrollment increases.
- New continuation high schools shall be designed for a maximum of 250 students on a minimum of five usable acres.
- The District policy is to continue to provide home to school bus transportation and busing for special events. Busing students from one attendance boundary to another may be necessary to relieve overcrowding.
- The District will not implement major boundary adjustments until after November 2004, at which time a determination can be made on the appropriate boundaries for the district configuration.
- The District will pursue bond funding in November 2004.
- The District will maximize classroom usage where feasible.
- The District will construct a new Comprehensive High School in the West Roseville Specific Plan area on property under option to purchase.
- The District will consider alternative campus configurations including satellite campuses and focused smaller learning environments.
- The District shall continue to pursue all viable funding sources available for construction of new facilities including the following:



1. Developer Fees
  2. State School Facilities Program (Leroy Green Lease Purchase Program)
  3. Mutual Benefit Agreements
  4. Redevelopment Funds
  5. District Wide General Obligation Bonds
  6. Mello Roos Landowner/Voter Approved Bonds
  7. Parcel Tax
  8. Certificates of Participation (COP's)
  9. Donations and grants
- A future comprehensive high school (#7) in the far western portion of the District may be warranted in the long-range build out of the District.
  - InterDistrict and IntraDistrict attendance agreements are not being granted until excess capacity becomes available through new construction or other means.

#### 9.1.2. Assumptions and Projections:

It is assumed that "portables" will continue to be used for the foreseeable future due to the existing number of students occupying portable classrooms, and the cost to replace those facilities. The approximate cost to construct a permanent school facility at the District's current classroom capacity is \$40,000 per student.

It is assumed that the Facilities Master Plan will identify short-term facility needs and project long-range needs through the year 2020.

Current and projected housing data supplied to the District from the City of Roseville, Sacramento County and Placer County will serve as the data for projecting enrollment and facility needs. Changes in agricultural zoning in the western portion of the District will have an impact upon the findings and recommendations in the Master Plan.

The District has considered the City of Roseville, Placer County and Sacramento County approved projects that are preparing for construction in the demographic analysis prepared by Davis Demographics in projecting growth in enrollment. The number of new homes and the phasing of home occupancy have been determined based upon conversations with developers and agency staff to arrive at an annual rate of growth.

## 9.2. Implementation Plan & Financing

Historically the District has utilized developer fees, state funding and general obligation bonds to fund new construction and modernization of facilities. The developer fee collection process in the District includes the use of Mutual Benefit Agreements for the collection of funding from developers. The State of California School Facilities Program provides funding through various programs. The history and purpose of voter actions affecting RJUHSD facilities is as follows:

- 1958: Measure A & B – Construction Costs for OHS (Passed)
- 1970: Measure D – School District Unification (Failed)
- 1972: Measure N – School District Unification (Failed)



- 1976: Measure E -- \$95 per Pupil Revenue Limit Increase (Passed)
- 1981: Measure A -- Formation of Center Unified School District (Passed)
- 1986: Measure A -- Formation of Rocklin Unified School District (Passed)
- 1989: Measure C -- \$35,000,000 General Facilities Bond (Failed)
- 1991: Measure A -- \$51,000,000 Facilities Bond to Build WHS and GBHS (Passed)
- 2000: Measure F -- School District Reorganization -- Shelborne Subdivision (Passed)
- March 2002: Measure D -- \$79,000,000 General Facilities Bond (Failed)
- Nov. 2002: Measure K -- \$65,300,000 General Facilities Bond (Failed)

The implementation of the Facilities Master Plan will require \$230,000,000 over the course of the next ten years. The Capital Improvement Plan projects costs for the next ten years. Costs are inflated annually but reflected in 2004 dollars.

### **9.3. Escalating Construction Costs**

During the time that this Facilities Master Plan was prepared, the Facilities Department has witnessed dramatic fluctuations in the overall cost of construction, which has had great impact on both the timing and implementation of projects identified within the Capital Improvement Plan.

The projected construction costs listed in this document have been calculated utilizing industry expectations of materials and labor costs between 2004 – 2010, taking into account normal inflation rates and other predictable variables. However, the cost of developing new RJUHSD schools (constructed as steel facilities) could increase dramatically as worldwide market steel consumption is rapidly driving up the cost of steel products daily.

With a limited construction budget, the RJUHSD Board of Trustees may soon be required to compare the advantages and disadvantages related to construction “first costs” versus “life cycle costs.” The primary advantage to using less-expensive, less durable materials to construct RJUHSD buildings is the immediate cost savings. However, this choice may only meet short-term needs, and ultimately cost the District more in maintenance and renovation, versus investing in higher-cost, more durable materials (such as steel) in all construction. The latter choice will require more initial funding, but should save the District more money over the long-term.



## SECTION TEN: CONCLUSION





## **SECTION TEN: CONCLUSION**

### **10.1. Conclusion**

The Roseville Joint Union High School District (RJUHSD) serves communities within one of America's most rapidly growing regions. Currently the District student population exceeds the capacity of existing, District-owned permanent school facilities. One third of all RJUHSD classrooms now in use are portable classrooms. These buildings are both leased and aging; as such, these portable classrooms have greater operation and maintenance costs than permanent facilities, drawing RJUHSD funds away from instruction and student programs.

RJUHSD policy is to maintain school populations between 1,600 and 1,800 students in permanent classrooms. In order to respond to projected student enrollment growth, the District will need to add portable and permanent classrooms to existing campuses and also construct new comprehensive high schools. By the year 2010, the District projects that the average existing, comprehensive high school student population will exceed 2,400. This will result in more than 3,674 students Districtwide receiving instruction within 136 portable classrooms, unless new schools are constructed.

According to several academic studies regarding student achievement and classroom size, students perform better academically when school and classroom populations are lower, schools are not overcrowded, and buildings are maintained in good repair. These same studies suggest that as classroom overcrowding increases, student achievement declines. Additionally, research indicates that classroom overcrowding often leads to or increases student discipline problems, absenteeism and violent behavior. As these student discipline-related problems begin to compound, much needed funds will be shifted away from important student instruction opportunities, programs and materials to address student safety issues.

The proposed construction of a new comprehensive high school in the community of Antelope would begin to relieve overcrowding within RJUHSD's existing, comprehensive high schools for a limited period of time. A new high school in Antelope would allow the RJUHSD to temporarily return school populations to the District goal of 1,600 students. This, in turn, would reduce the number of portable classrooms impacting and/or covering parking lots, physical education and athletic facilities on the other comprehensive high school campuses. The District owns the property for this school and has completed the majority of the planning activities to begin site grading and underground infrastructure construction in 2005 and building construction starting in the Spring of 2006, should funding be approved by the voters. However, this new high school will not solve or address all of the capacity problems currently impacting RJUHSD schools.

Based upon current student enrollment projections, an additional 2,300+ students will enroll in RJUHSD schools by the year 2010. These most-recent student enrollment projections exceed those contained within the 1998 RJUHSD Facilities Master Plan for the year 2004 by 10 percent, due to the rapid pace of new residential construction that has already taken place within RJUHSD boundaries.

As the City of Roseville reaches the completion of existing planned developments, the construction of new homes in the community will begin to shift to the West Roseville Specific Plan area, as well as redevelopment in the older portions of Roseville. This development will further impact the Roseville High School attendance area specifically. If a new school is not constructed to accommodate students residing in these regions, the projected enrollment at Roseville High School in 2010 is anticipated to exceed 3,600 students – over 2,300 beyond its capacity. In that event, attendance boundary adjustments may be made to balance enrollment between schools. The boundary adjustment process could begin as early as September of 2005.



Approved, future residential construction to be located in the City of Roseville, Placer County and the Sacramento County regions that the RJUHSD serves, indicate that a sixth high school will be needed to serve this new population within the foreseeable future. To accommodate new students located specifically in the rapidly growing West Roseville-region, the District has completed negotiations for the acquisition of a school site in West Roseville. Planning, design and construction for this school will require approximately five years from funding and construction approval to project completion.

The RJUHSD has limited sources to fund new construction. Currently, developer fees are the District's primary revenue for new construction, supplemented by State of California School Facility Program funds. This State funding source is subject to voter approval, and may soon be exhausted by the current school facility demand throughout California. Modernization funds have similar uncertainty of future availability when needed.

With voter approval, the RJUHSD can proceed with the construction of new facilities, and therefore continue to maintain school populations consistent with District policy. The District will be able to obtain state funding to reduce the construction costs of these new facilities for residents living within RJUHSD boundaries, if voters approve a local general obligation bond that will provide the needed 50 percent matching funds required to obtain an equal amount of State funding.

Without the passage of a local general obligation bond, the District will spend in excess of \$ 3,000,000 to install 74 more portable classrooms in the next six years, requiring annual lease costs in excess of \$1,000,000 for the total inventory of portables that will be in place by 2010. These expenditures will limit the RJUHSD's ability to fund future construction, and may begin to shift resources away from classroom instruction and materials to support portable classroom operation and maintenance, and resulting offsite athletic programs. The addition of these portables will also further compound the problem of campus overcrowding, reduce on-campus student parking areas, and diminish the availability of physical education areas and athletic fields.



## SECTION ELEVEN: APPENDICES





## **Section 11: Appendices**

### **11.1. Appendices**

- A Existing Comprehensive High School Site Maps
- B Comprehensive High School "Requested Improvements"
- C Enrollment Projections
- D RJUHSD Fall 2007 Scenario (Includes High School in Antelope/None in West Roseville)
- E RJUHSD Fall 2008 Scenario (Includes High Schools in Antelope and West Roseville)
- F RJUHSD Facilities Development/Revenue Projections & Capital Improvement Plan
- G Site Alternatives



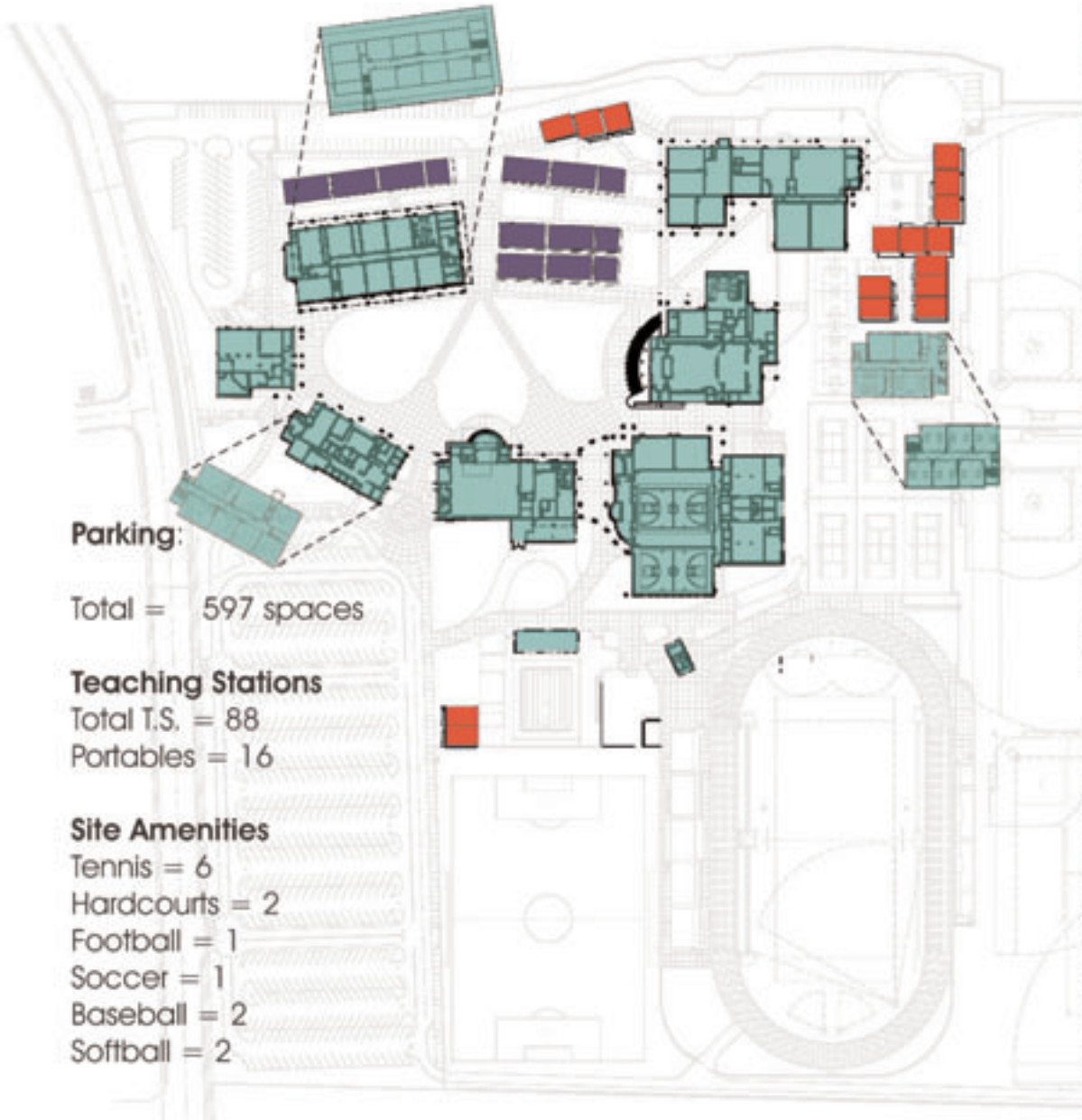
## **SECTION ELEVEN: APPENDICES**

### **A - Existing Comprehensive High School Site Maps**





# Granite Bay High School



**Parking:**

Total = 597 spaces

**Teaching Stations**

Total T.S. = 88

Portables = 16

**Site Amenities**

Tennis = 6

Hardcourts = 2

Football = 1

Soccer = 1

Baseball = 2

Softball = 2

-  Permanent Buildings
-  Portables
-  Field Built Portables

**4 High Schools**  
Enrollment = 2,104

**2004/5**  
Existing



**Oakmont High School**

**Parking:**

Total = 442 spaces

**Teaching Stations**

Total T.S. = 80

Portables = 26

**Site Amenities**

Tennis = 6

Hardcourts = 2

Football = 1

Soccer = 1

Baseball = 2

Softball = 2

- Permanent Buildings
- Portables
- Field Built Portables

**4 High Schools**

Enrollment = 1,825

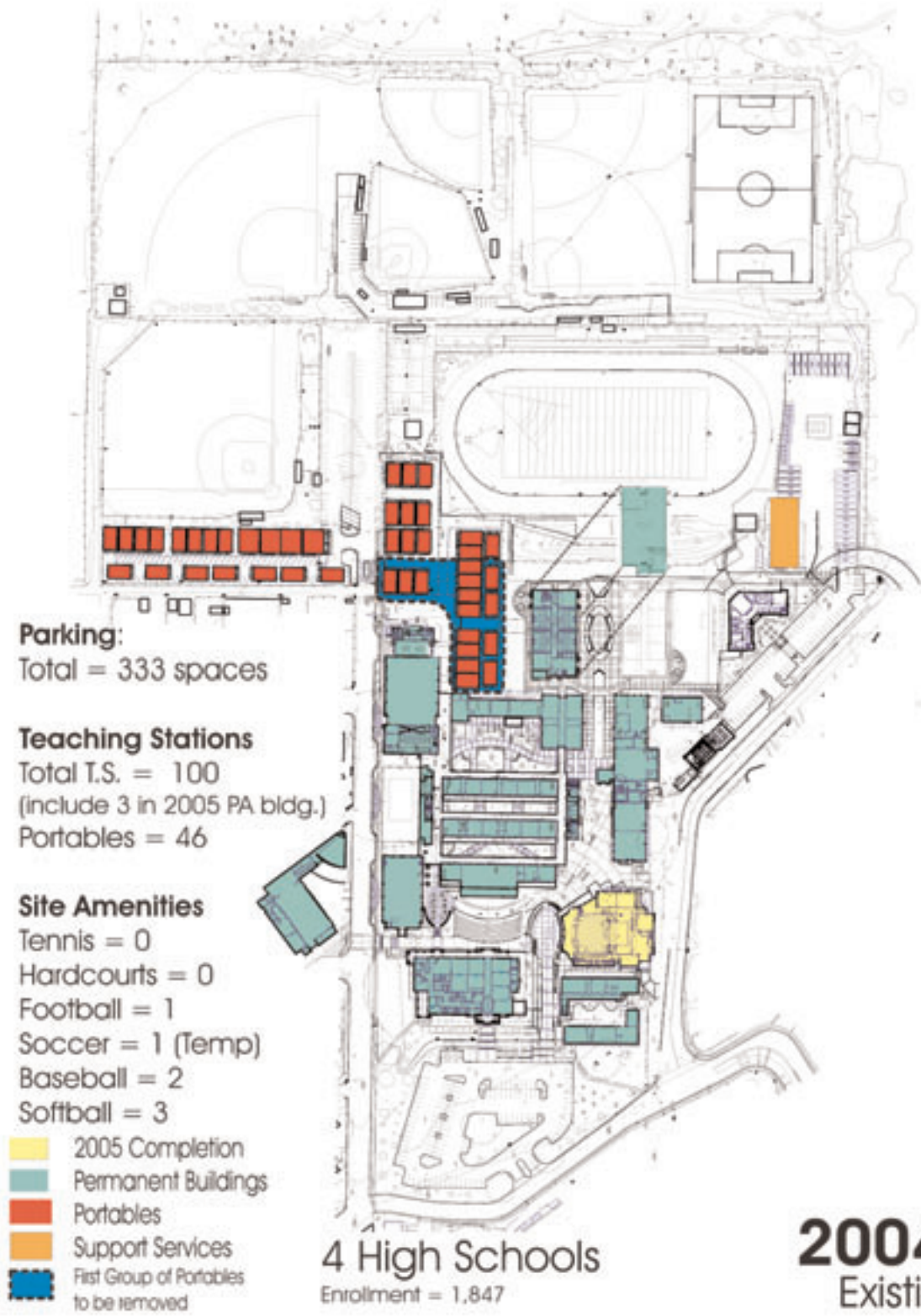
**2004/5**  
Existing



- Permanent Buildings
- Portables
- Field Built Portables

4 High Schools  
Enrollment = 2,006

2004/5  
Existing



# Roseville High School

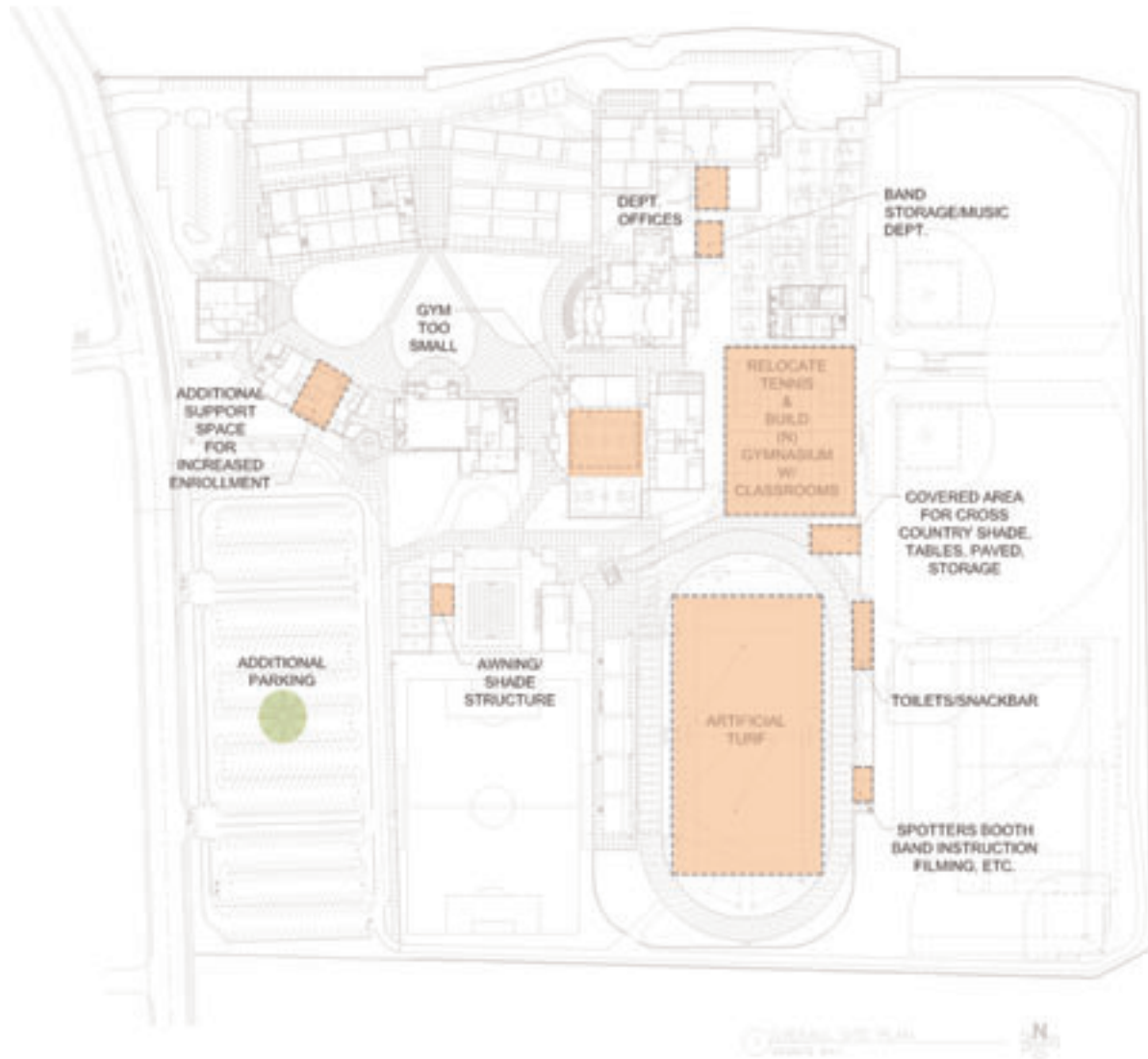
**2004/5**  
Existing



## **SECTION ELEVEN: APPENDICES**

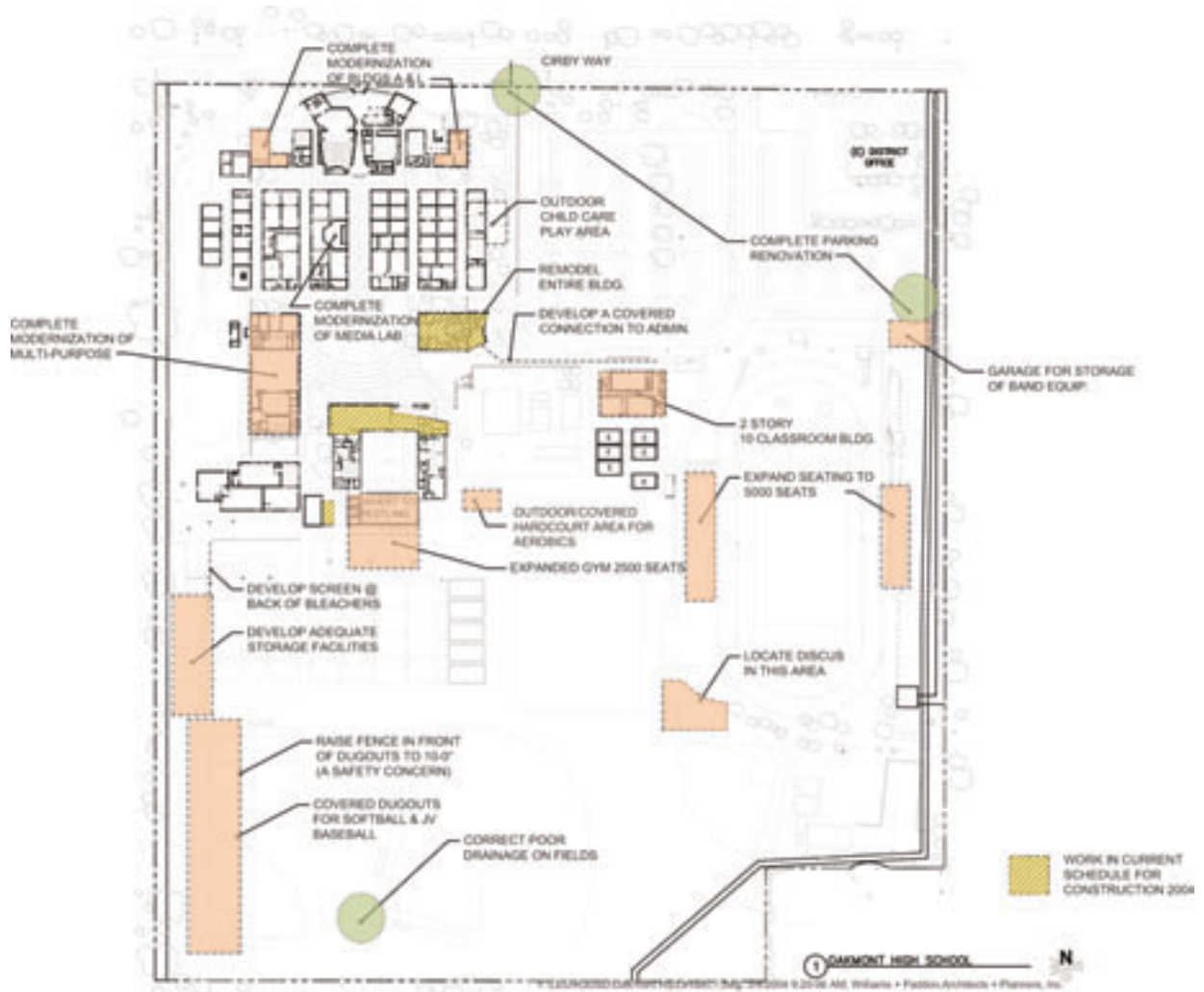
### **B - Comprehensive High School "Requested Improvements"**





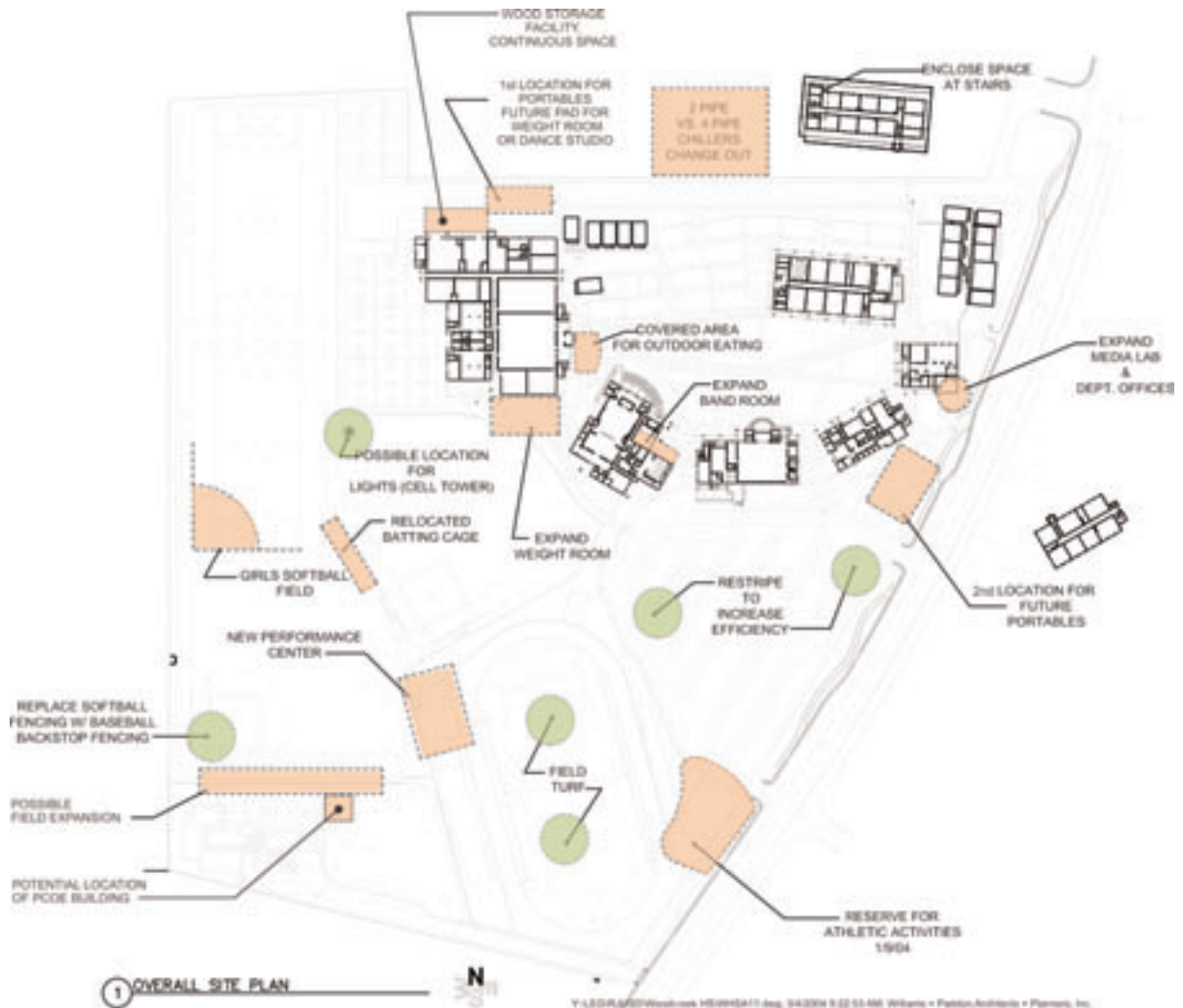
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# Granite Bay High School Wish List



# Oakmont High School Wish List





# Woodcreek High School Wish List

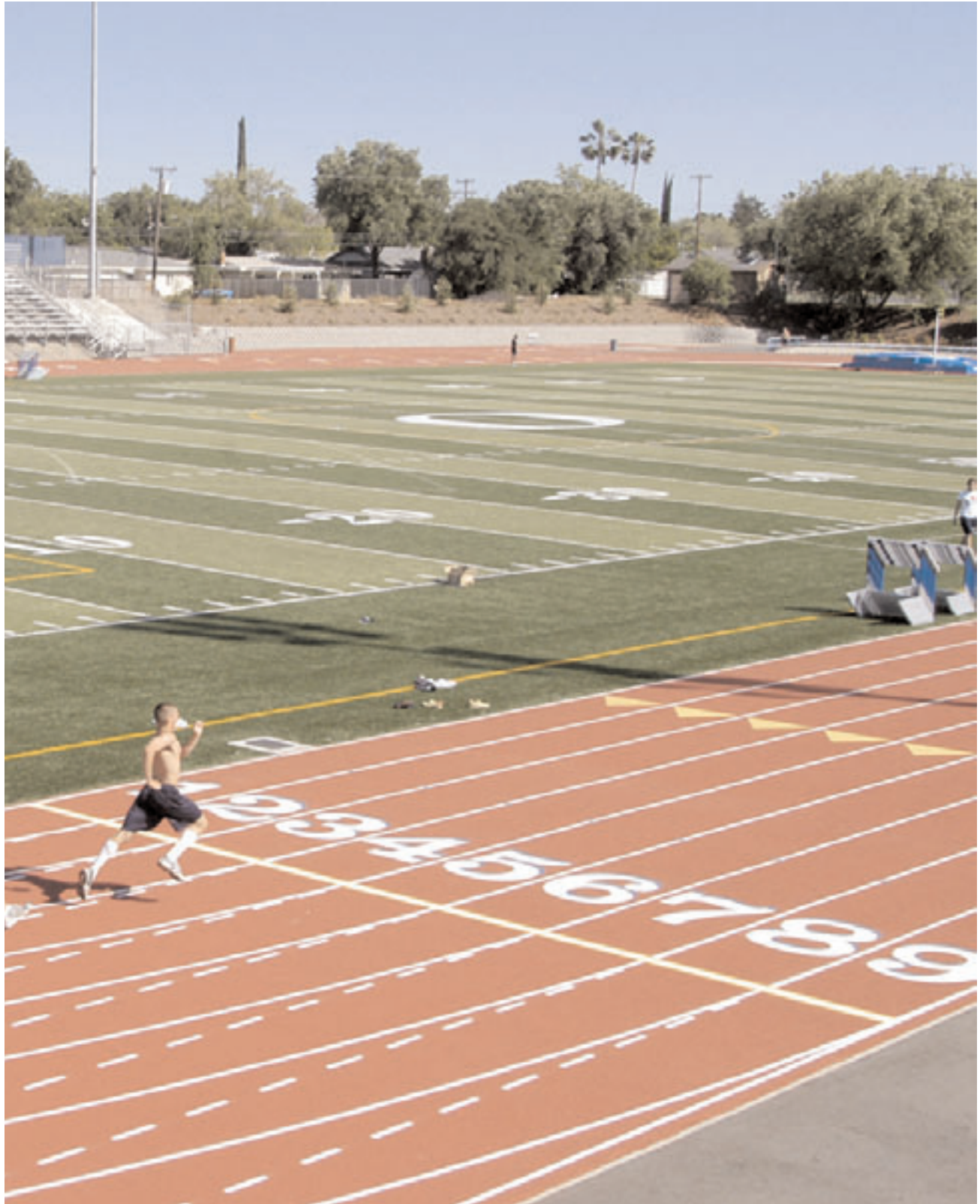


**SECTION ELEVEN: APPENDICES**  
**C - Enrollment Projections**





**SECTION ELEVEN: APPENDICES**  
**D - RJUHSD Fall 2007 Scenario (Includes High School in**  
**Antelope/None in West Roseville)**





**SECTION ELEVEN: APPENDICES**  
**E - RJUHSD Fall 2008 Scenario (Includes High Schools in Antelope and West Roseville)**





## **SECTION ELEVEN: APPENDICES**

### **F - RJUHSD Facilities Development/Revenue Projections & Capital Improvement Plan**





## **SECTION ELEVEN: APPENDICES**

### **G - Site Alternatives**

