ROSEVILLE CITY SCHOOL DISTRICT

Facilities Utilization Master Plan

(Including Educational Specification)

January 2016

October 2017

November 2018

September 2019

October 2020

November 2021

November 2022

October 2023

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Introduction

This document was created to establish the basic planning and general project criteria for the long-term facilities needs of the Roseville City School District. It encompasses the need to support a growing student population along with the needs of those housed in existing facilities.

This master plan serves as the blueprint for improvements to Roseville City School District's new and existing facilities. It provides a strong basic framework that allows for the evolution of final details surrounding actual facilities design and construction.

This master plan is not intended to answer every question, nor is it intended to circumvent future thinking. This master plan is meant to be flexible, in order to best reflect the ever-changing demographics of the student population, curriculum, and the economic environment. The effort exerted in creating this document is focused on providing an educational setting that inspires students and teachers, and fulfills the needs and aspirations of the community of Roseville and the future of its children.

The Roseville City School District Facilities Utilization Master Plan is intended to guide the ultimate design and construction of the District's facilities in a way that best reflects this community's needs and aspirations. The basic purpose of this document is to:

- Provide forward-looking information to the district's Board of Trustees in order to assist in the identification of new and existing facility needs. This is critical to serving both current and future student populations.
- Provide an analysis of current facilities conditions and anticipated improvements in order to maintain an inspiring and well-outfitted educational environment.
- Provide an analysis of improvements required to maintain facilities parity between campuses, particularly the concepts to be employed in new schools.
- Provide an analysis of projected community and student population growth to adequately plan for new educational facilities.
- Provide a timeline for implementing the district's facility needs.
- Provide statements of probable cost for suggested facilities improvements.

- Provide guidance regarding funding options for fulfilling the stated facility needs of the district.
- Provide guidelines for implementing suggested facilities improvements, for both new and existing facilities.
- Existing facility needs are distinguished from new facility needs. New facilities developments are encouraged to fulfill the promise of new and inspiring educational environments that are technologically advanced. Existing facilities are analyzed to ensure they are not becoming less inspiring or less equipped educational environments.
- This report will also address long-term ongoing facilities maintenance issues.

Board Goals

In March 2021, the Roseville City School District Board of Education approved five district-wide goals.

The specific goals are as follows:

- Every student will meet or exceed grade level standards in mathematics and English Language Arts as evidenced with multiple measures.
- Through an intentional focus on socio-emotional, and academic learning, RCSD schools will create safe and positive learning environments where students, families, staff, and community feel connected, respected, and included.
- RCSD will engage all stakeholders as equal partners by providing a welcoming learning community for all students, staff, and families.
- RCSD will plan for growth while maintaining quality facilities, attract and retain excellent staff, and continue fiscal stability.
- RCSD will align technology supports and resources to meet district goals and enhance student learning.

Local Control Accountability Plan & Facilities

School facilities are integral to long-range school planning, including the development and implementation of the Local Control Accountability Plan, or LCAP. Facilities issues are listed among the eight goals the state requires to be addressed within the LCAP.

Among the facilities issues addressed within the district's LCAP Transitional Kindergarten classrooms at our Title One schools (Cirby, Kaseberg and Woodbridge) are limited to no more than sixteen students, in contrast to other schools where the class size limit is no more than twenty-six. The Title One schools are also staffed for lower class sizes in grades four and five, with an average of no greater than twenty-eight students, versus a maximum of thirty-four elsewhere in the district.

Supplemental Funds generated by non-duplicated pupil counts are charged three percent (3%) for indirect costs. Those funds are dedicated to maintenance and facilities projects.

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Current Demographics & Trends

New master planned communities are continuing to sprout in areas north and west of the previously developed portions of the District. This trend contributes to unbalanced growth seen among the existing schools. The western expanses of the city are within the Roseville City School District attendance area, and are projected for significant future growth, while the attendance areas of other schools are at—or are approaching—the point of build-out and are experiencing declines in enrollment.

In addition, COVID-19 resulted in alterations of patterns in population and school attendance. Shifts in the numbers of people telecommuting on a permanent basis may have an impact on growth, both for the city and the district; the Sacramento region has become a magnet for those moving from the Bay Area.

This Plan is prepared for the purpose of guiding the direction of facilities development over the next ten to twenty years, as well as identifying long-term resources necessary to respond to continued growth within the District beyond that time period. It also identifies the need for long-range attendance boundary adjustments to match school capacity and development patterns. Elementary school transitional boundaries, covering four new schools during an anticipated ten-year construction period, were adopted by the board in 2016. Middle school boundaries were adjusted in June 2020, effective July 2021, to reflect growth as well as continuity of student matriculation to the new West Park High School. Boundary adjustments are managed through a planning process separate from the Facilities Utilization Master Plan.

Future development plans for the City of Roseville include a California State University, Sacramento (CSUS) satellite campus inside the District boundaries, within the proposed Placer One subdivision. Placer County has taken the lead in master planning the proposed 2,200 acre development. A donation of 300 acres within the development was made to CSUS in July 2021 for a future campus.

In addition, William Jessup University in Rocklin is located adjacent to the District's eastern boundary along the Highway 65 corridor. The District strives to develop partnerships with local universities, allowing for an enrichment of existing programs and the development of new initiatives for teachers and students, creating the potential for joint benefits.

The existence of regional colleges and universities will attract additional families wishing to enroll their children in the Roseville City School District, with the expectation that these students will subsequently pursue continuing education at one of the regional colleges. Additionally, since colleges and universities are traditionally large employers, parents will likely move their families and enroll their children within the Roseville City School District boundaries due to increased regional job availability.

Population of Roseville & Placer County

Roseville's population continues to grow at nearly four times the rate of the state of California as a whole:

1990 45,422
2000 79,921
2010 118,660
2020.....138,860

Between 2010 and 2020, the population of Roseville increased by 23.4%. At the same time, the population of California increased by 6.3%.

Placer County also continues to grow at a rate that outpaces the state as a whole and is the 22nd most populated county in the state of California out of 58 counties:

1990……..…..172,796
2000……..…..248,399
2010……..…..348,432
2020……..…..404,739

Between 2010 and 2020, the population of Placer County increased by 16.0%, compared to the state growth rate of 6.3%.

The person per household average in Roseville is 2.7. For planning purposes, this varies by land use; for example, the persons per age-restricted household in Sun City Roseville is 1.8 per household. The average size of future single-family units is estimated at 2,393 square feet. The latest estimates of K-8 student yields are .398 per single-family unit, and .149 per multi-family unit.

Racial Demographics of Roseville as of 2020:

- White…….…….67.3%
- Hispanic/Latino…….....15.6%
- Asian……..…10.8%
- African American…….....2.1%
- Native American……..0.6%
- Pacific Islander…….....0.4%
- Two or More Races…….....5.3%

(Percentages may not add up to 100% due to persons identifying in more than one category.)

Other Demographics of Roseville as of 2020:

- Foreign Born Persons…...13.8%
- High School Graduate…..94.6%
- Bachelor's Degree……41.7%
- Below Poverty Level…….8.4%
- Median Home Value..…$444,400
- Median Income……...…$ 89,082
- Owner-Occupied Rate…..67.5 %
- Foreign Lang in Home.…17.9%

Existing Conditions

With the opening of Westbrook Elementary in August 2023, the Roseville City School District has seventeen TK-5 elementary schools and four middle schools. The majority of school facilities are less than twenty-five years old, and all but one of the elementary schools has a multi-purpose room. Some of the older campuses have undergone modernization, but some still require upgrades. The district's deferred maintenance program is bouncing back after several years due to a lack of state funding. Now that this funding has been "rolled into" the base grant generated for each student, it creates a challenge since maintenance issues must compete directly with other district programs and initiatives for often scarce or, at the very least, competitively sought resources. This becomes especially concerning in light of state budget uncertainty through 2024-25 and beyond. Without addressing this shortfall, facilities will suffer in the long run through increased inefficiencies, a shortening of life-span, and increased costs for maintenance.

In addition, the state school construction program was essentially suspended until a statewide bond measure was passed by voters in November 2016. Bonds were sold by the state of California in August 2017, providing another potential revenue source for projects, especially new construction and modernization. However, only a fraction of the $7 billion authorized, roughly $1 billion, was released over the first three years of the program, despite the fact that all authorized funds are fully subscribed. The district received $10.9 million from the state for Orchard Ranch, and $15.9 million for Riego Creek. In 2020 the district requested state funding for 800 (K-6) pupil grants for Westbrook Elementary School. Due to recent, 2017, changes made by the State Allocation Board (SAB) requiring districts to update their eligibility for the enrollment year in which the application will be processed the district did not meet eligibility for the 800 students requested. The district qualified for 369 (K-6) grade level, 86 (7-8) pupil grants that totaled 455 pupil grants. This is the first time the district has not been eligible for the full amount requested in the application for funding. A lack of eligibility for state funds will impact the timing and financing of constructing future school sites.

The Roseville City School District recognizes the necessity of maintaining exemplary facilities, which are vital to fostering a positive learning environment, and maintaining a level of parity with newer facilities.

This parity includes the ability to adapt and improve pupil preparation and engagement through various strategies including evolving methods of instructional delivery via technology, availability of adequate learning space, adequate recreational space for students, and the general maintenance and appearance issues of each campus.

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

- Administration Offices at 1050 Main Street: Provides office space to the Superintendent and Cabinet members, as well as Education Services, Personnel, Business Services, and Technology. Office space is also provided for forty-two support staff. The district's board room and several meeting and conference rooms are located there as well. A building located next to the administration building, at 1046 Main Street, houses the Purchasing, Media, and Warehouse functions, as well as six staff members.
- The Student Services Department, including Special Education and Pupil Transportation for special needs students, is located on Darling Way, adjacent to Cirby Elementary School.
- An office complex on Derek Place houses the Maintenance and Facilities Department as well as Food Services. Deliveries are made from the Food Services department to various school sites, including those cafeterias at schools in the Dry Creek Joint Elementary School District.

In all, the District maintains approximately 652 classrooms, 224 office spaces, four gymnasiums, twenty multi-purpose rooms, 342 restrooms, and twenty-two cafeterias.

Existing Campus Facility Issues

Blue Oaks: No major issues.

Brown: No major issues.

Cirby: Need for border of FIT Box repaired.

Crestmont: Need for new office carpet.

Diamond Creek: Restrooms need paint.

Fiddyment Farm: No major issues.

Gates: No major issues.

Jefferson: No major issues.

Junction: No major issues.

Kaseberg: No major issues.

Orchard Ranch: No major issues.

Riego Creek: No major issues.

Sargeant: No major issues.

Spanger: Concrete raising in multiple locations.

Stoneridge: No major issues.

Woodbridge: Lacks a multi-purpose room and permanent parking, facilities more critical since expansion from K-3 to K-5.

Buljan: Need for exterior painting.

Chilton: Portables added in 2021-22 for growth.

Cooley: No major issues.

Eich: Removal of old portables; flood control; Need for exterior painting. Shade near P5 needs new fabric.

Facilities Inspection Tool (FIT)

The Facilities Inspection Tool was developed by the Office of Public School Construction to determine if a school facility is in "good repair," and to rate the facility pursuant to Education Code Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. The district also utilizes the FIT to prioritize summer maintenance projects—85% of school sites were rated "exemplary" in the latest FIT review. An example of a Facilities Inspection Tool is found in Appendix A.

EXISTING SITES—Student to Room ratio of 26:1 for Elementary and 34:1 for Middle Schools

Site	Opened	Acreage	Classrooms	Relos	Parking	Square Ft
Blue Oaks	2005	8.0	22	4	61	43,946
Brown	1995	8.0	13	9	113	38,137
Cirby	1954	12.5	22	6	75	50,270
Crestmont	1963	9.6	20	6	53	38,460
Diamond Creek	2001	7.9	22	7	72	46,826
Fiddyment Farm	2013	8.5	24	6	62	49,822
Gates	2000	8.0	24	3	64	46,842
Jefferson	2005	9.9	22	0	72	40,106
Junction	2009	9.9	22	8	57	49,706
Kaseberg	1955	14.8	28	0	76	39,764
Orchard Ranch	2017	8.5	26	7	63	50,673
Riego Creek	2020	10.4	35	0	60	53,004
Sargeant	1986	13.2	8	16	34	38,572
Spanger	1992	8.9	14	9	67	42,715
Stoneridge	2001	15.3	34	5	102	59,343
Westbrook	2023	10.6	34	0	76	48,733
Woodbridge	1935	4.2	11	8	2	29,954
Buljan	1992	18.4	29	12	83	83,021
Chilton	2012	20.3	36	7	123	88,138
Cooley	2000	21.8	37	2	89	83,981
Eich	1963	29.7	45	8	112	113,364
TOTAL		258.4	529	123	1,516	1,135,377

The district purchased land for Westbrook Elementary in July 2020. The district currently purchases and installs portable classrooms at a cost in excess of $200,000 per unit. As of fiscal year 2023-24, Roseville City School District maintains portables at seventeen of the district's twenty-one campuses.

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, wherever and whenever they are needed. They provide instructors the opportunity to more effectively control classroom temperature and lighting conditions. However, portable classrooms are not delivered to the District ready-for-use. Handicap access, site work, electrical and data wiring, water, and other costs can make portable classrooms a more expensive option than it initially appears. Installation can trigger campus-wide issues with ADA compliance, and when placed on existing athletic fields or parking lots they often significantly impact school life and support programs/services. In addition, energy consumption costs in portable classrooms are generally higher than that of permanent classrooms.

Core Facilities Needs

Beyond the classroom, a student's educational experience is deeply enriched by having access to ancillary facilities such as libraries, auditoriums, cafeterias, and athletic facilities. Each of these facilities enhances and provides unique benefits to a school's educational program. For instance, libraries allow students to freely explore and build upon what they have already learned. Multi-Purpose Rooms create a safe environment where students may socialize with one another and exchange ideas. Core facility needs vary by school level. The needs of an elementary school are different than the needs of a middle school, especially in regard to athletic facilities. For example, a single turf field is sufficient at an elementary school to meet physical education and playtime needs. A middle school, however, requires several playing surfaces/venues for softball, baseball, soccer, basketball, track, wrestling, flag football, cross country, and volleyball to meet its athletic program needs. The District considers physical education an essential part of the school curriculum, one that produces healthy and confident students who will develop into high-caliber citizens. With the numerous benefits that core facilities can offer, the District is dedicated to providing equitable campuses with high-quality ancillary facilities. Some District schools, however, were built more than fifty years ago without all of these core facilities. The District is continually seeking opportunities and funding sources to construct the needed core and ancillary facilities, as identified in this Master Plan.

Tables A through C identify the core facilities needs of each school site. A key for the tables is as follows:

Core Facilities Key

Key	Core Facilities Status
X	School Site has that core facility
Highlighted	School site needs that core facility
R	Repair/Replacement of existing facility is needed
N	Not Available

Table A: Core Facilities Elementary Schools

School	Library	Multipurpose Room	Hard Court Play Areas	Turf Field	Parking Lot
Blue Oaks	X	X	X	X	X
Brown	X	X	X	X	X
Cirby	X	X	X	X	X
Crestmont	X	X	X	X	X
Diamond Creek	X	X	X	X	X
Fiddyment Farm	X	X	X	N	X
Gates	X	X	X	X	X
Jefferson	X	X	X	X	X
Junction	X	X	X	X	X
Kaseberg	X	X	X	X	X
Orchard Ranch	X	X	X	X	X
Riego Creek	X	X	X	X	X
Sargeant	X	X	**R**	X	**R**
Spanger	X	X	X	X	X
Stoneridge	X	X	X	X	X
Woodbridge	X	N	X	X	N

Table B: Core Facilities for Middle Schools

School	Library	Multipurpose Room	Hard Court Play Areas	Play Fields	Parking Lot	GYM
Buljan	X	X	X	X	X	X
Chilton	X	X	X	X	X	X
Cooley	X	X	X	X	X	X
Eich	X	X	X	X	X	X

Table C: Summary Cost of Five Year "Good Repair" Plan

School	MECH/ HVAC	Painting	Roofs	Structure	Interior Surface	Restroom	Flooring	Paving Stripe & Seal	Play Areas
Blue Oaks	610,000	X	110,000	X	X	X	X	X	X
Brown	X	X	X	X	60,000	X	X	X	125,000
Cirby	48,000	X	60,000	X	20,000	X	X	X	175,000
Crestmont	24,000	X	40,000	X	110,000	X	60,000	X	225,000
Diamond Creek	655,000	X	X	X	X	X	72,000	45,000	500,000
Fiddyment Farm	X	X	X	X	X	X	X	X	X
Gates	595,000	X	X	X	X	X	X	X	X
Jefferson	550,000	X	X	X	X	X	X	X	X
Junction	X	X	140,000	X	X	X	X	X	X
Kaseberg	700,000	12,000	510,000	X	40,000	X	91,000	X	X
Orchard Ranch	X	X	X	X	X	X	X	46,000	X
Riego Creek	X	X	X	X	X	X	X	55,000	X
Sargeant	X	X	310,000	X	40,000	X	103,000	48,000	X
Spanger	X	X	X	X	70,000	X	X	X	X
Stoneridge	760,000	X	120,000	X	X	X	40,000	55,000	350,000
Westbrook	X	X	X	X	X	X	X	X	X
Woodbridge	X	12,000	260,000	X	25,000	200,000	141,000	44,000	X
Buljan	X	32,000	X	X	30,000	X	122,000	X	X
Chilton	X	15,000	120,000	X	X	X	X	X	X
Cooley	850,000	15,000	30,000	X	X	X	118,000	55,000	X
Eich	575,000	20,000	175,000	X	X	X	X	60,000	X

The total cost of a five-year plan as detailed above is $10,498,000, or $2,099,600 per year.

Americans With Disabilities Act Improvements

During 2010 and 2011, the District contracted for an evaluation of its sites in relation to compliance with the Americans with Disabilities Act. The most expensive findings were related to accessibility of stairways, ramps and restrooms.

The following are the estimated costs (in 2010 dollars) of correcting the issues related to the ADA report. Over the years, some fixes have been made, although most remain due to funding challenges:

School	Amount	Fixes	Net
Blue Oaks	$ 410,631	-0-	$ 410,631
Brown	725,673	6,723	718,950
Cirby	635,012	48	634,964
Crestmont	884,608	46	884,562
Diamond Creek	385,729	48,372	337,357
Gates	553,197	37,313	515,884
Jefferson	390,726	6,982	383,744
Junction	318,035	2,200	315,835
Kaseberg	447,928	10,949	436,979
Sargeant	571,740	737	571,003
Spanger	920,679	2,347	918,332
Stoneridge	632,544	2,241	630,303
Woodbridge	1,009,821	38,141	971,680
Buljan	1,102,465	260,955	841,510
Buljan (6th Grade Wing)	18,930	-0-	18,930
Chilton	350,298	28,819	321,479
Cooley	535,918	17,883	518,035
Eich East	989,716	66,450	923,266
Eich West	948,353	181,378	766,975

Administrative Facilities	Amount	Fixes	Net
District Office	40,312	575	39,737
Maintenance/Food Service	183,718	-0-	183,718
Media/Warehouse	67,942	-0-	67,942
Special Ed/Transportation	216,571	-0-	216,571

Grand Total:	**$12,340,446**	**$712,160**	**$11,628,286**

Note: Fiddyment Farm, Orchard Ranch, Riego Creek & Westbrook not included—built to current ADA codes.

Roofing/HVAC Replacement Plan

In March 2021, the Roseville City Schools Board of Education dedicated funding for Roofing and HVAC replacement covering a four-year period. It is expected that after that point, increases to the calculated Routine Restricted Maintenance Contribution, and increases to the Redevelopment Agency increments from the City of Roseville, will combine to fund this program on an on-going basis.

The initial plan is for $300,000 per year dedicated to HVAC replacement and upgrades through 2024. In 2023 the school district applied for the State funded CALSHAPE program and received funds for HVAC assessments. The State has proposed a 2nd phase of funding for repairs and replacements of HVAC equipment. The school district is in line to receive this funding if the State funds the 2nd phase of the CALSHAPE program in the 2024/25 State budget. In addition, funding has been set aside for the following roofing projects during the remainder of the 2020s:

2021-22: Buljan (60% Re-Roof), Buljan Gym skylights, Spanger student restrooms and MPR wells, Cirby Library, various skylights. ($440,000)

2022-23: Eich West Wing 2-5, Wings 6-9, 10-14, office, MPR mechanical wells, Crestmont C Wing, Jefferson mechanical wells, various skylights. ($495,000)

2023-24: Eich D Wing shingles, Stoneridge mechanical wells, various skylights. ($460,000)

2024-25: Cirby mechanical wells and 10-12 wing, Sergeant Administration BLDG. shingles, Blue Oaks mechanical wells, various skylights. ($260,000)

2025-26: Kaseberg classrooms 1-14 and mechanical wells 16-19, 20-27 and MPR, various skylights. ($560,000)

2026-27: Sergeant library and mechanical wells, Woodbridge recoat of building classrooms 1-11, various skylights. ($530,000)

2027-28: Eich gym shingles, Cooley and Junction recoat of mechanical wells, various skylights. ($395,000)

2028-29: Chilton recoat of mechanical wells, District office and purchasing building recoat of roofs, various skylights. ($520,000)

Vandalism/Criminal Activity Deterrence

Every organization experiences instances of vandalism and criminal mischief targeting its facilities, and it is important to establish plans that discourage such acts so that scarce resources are retained for the district's prime objective—educating students. Unchecked, vandalism can reduce the life of buildings and equipment, and complicate plans for preventive maintenance, as well as render portions of a campus unavailable for its primary purpose.

Maintain Current Security Measures*:*

It is important that the security measures already in place are properly monitored. Also, it is very important that alarm systems are properly maintained to avoid false activations. The police department has implemented a fee schedule for excessive false alarms, so it is critical these are kept to a minimum. Other security measures, such as fences and locks, should be inspected on a regular basis to ensure they remain intact. Not all security measures are made public.

Signage:

A primary layer of security involves the posting of warning signs at strategic locations around the facility. Signs should clearly indicate that premises are alarmed and/or under video surveillance. Large metal signs are useful near main entry ways and on fencing, while smaller stickers can be applied to windows and doors.

Lighting and Landscaping:

Lighting and appropriate landscaping can effectively deter criminal activity. Although reducing or eliminating lighting can save money in the short term, it can also provide motivated individuals the opportunity to force entry without fear of being seen. Facilities should be evaluated to determine likely entry points during evening hours and, if possible, a lighting plan should be developed that will provide overnight illumination to these areas. Landscaping can also prove an effective deterrent if it is maintained so that it does not provide opportunities for concealment. Facilities should be regularly evaluated to determine likely entry points, as well as opportunities for landscaping designed to deter criminal activity.

Securing the Campus Perimeter

Campus perimeters have been secured with fencing. Gates are locked at sunset and unlocked each morning before school. Once school starts, gates are locked until the end of the school day.

Establish Relationships With Local Law Enforcement:

It is extremely important to establish a good working relationship with local law enforcement. Police administrators and supervisors need to know the district's security concerns, and that the school has been made as secure as possible. It is also important that patrol officers understand they are welcome on campus at any time; one way to do so is to make school parking lots available for officers to write their reports. Many officers complete their police reports in their patrol cars and are always looking for quiet, out of the way places to park and write without being disturbed. Using a school parking lot at 2:00 AM to write reports will not only provide the officer a good place to write, it will also provide a visible deterrent to criminal activity.

Establish Relationships With Neighbors:

Perhaps one of the most important preventive measures is to establish a relationship with those living in the neighborhood. As the people closest to our schools, they are in a perfect position to alert police to trespassers or intruders. Neighbors will be much more willing to be attentive to our facilities if we have taken the time to get to know them and ask their help in alerting law enforcement to suspicious activity. This is a primary concept taught in Neighborhood Watch programs and is easily applicable to school neighbors as well.

Establish Relationships with Parents & Students:

Establishing relationships with parents and students can be an extremely effective method of solving crimes against our schools. Many students, if not most, will boast about having done something at—or to—a campus. Cases are frequently solved as the result of a teacher, or some other adult, simply asking students if they have heard anything about the committing of vandalism/crime. Students are often aware of a culprit's identity, but may be reluctant to broach the subject with an adult on their own. However, they will often tell an adult if they are approached and asked directly.

Committed Safety Enhancement Funds:

In 2022, the board of education committed $2 million dollars to provide safety enhancements that reflected the safety study of our school district that was completed in 2019. These enhancements include 6 foot perimeter fencing around each each school, window coverings in classrooms, classroom safe locks and safety enhancements to schools' front entrances.

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Current Debt

The district carries a modest level of debt and maintains a stable fiscal rating. District long-term debt has decreased by more than $22 million since June 30, 2015. Balances as of June 30, 2021:

General Obligation Bonds:	$ 14,263,654
Certificates of Participation:	$ 6,335,000
Early Retirement Incentives:	$ 2,813,175
Other Post-Employment Benefits:	$ 14,774,911
Compensated Absences Payable:	$ 253,921
GRAND TOTAL	**$ 38,440,661**

General Obligation Bonds are financed through local property taxes. Certificates of Participation are financed by developer mitigation agreements. Early Retirement Incentives, and Compensated Absences Payable are obligations of the General Fund. Other Post-Employment Benefits are based on actuarial assumptions for all eligible and potentially eligible employees.

Recent Major Capital Projects

- In 2012-13, the district opened Chilton Middle School.
- In 2013-14, the district opened Fiddyment Farm Elementary School.
- In 2014-15, Woodbridge School, which had been operating as a K-3 campus, added fourth grade. Fifth grade was added in 2015-16, bringing the school in line with all other elementary school campuses. The west campus of Eich had one of its classroom wings re-roofed and HVAC was upgraded in conjunction with a campus-wide lighting retro-fit.

- In 2015-16, Crestmont and Cirby elementary schools each had classroom wings re-roofed in conjunction with lighting retrofits for the campus. Transitional Kindergarten was expanded to eleven of the fourteen elementary campuses.
- In 2016-17, security upgrades were undertaken at numerous school sites, most specifically involving fencing in order to secure school sites on holidays and weekends as well as facilitate lockdowns of the campuses if necessary during the school day.

- In 2017-18, Orchard Ranch Elementary School opened. Also, an upper-grade classroom wing was added at Stoneridge and three relocatables were installed at Fiddyment Farm.
- In 2018-19, relocatables were added at Orchard Ranch and Fiddyment Farm, and plans were submitted to the State for the next elementary school, Riego Creek. Transitional Kindergarten offered at all K-5 sites.
- In 2019-20, relocatables were added to Fiddyment Farm, Diamond Creek and Orchard Ranch, construction began on Riego Creek Elementary for a 2020 open, and plans were sent to the State for Westbrook School, in the Sierra Vista Master Plan.
- In 2020-21, construction of Riego Creek, including expansion to a capacity of 800 students, was completed, and two portable classrooms were relocated to Chilton.
- In 2021-22, work began on an HVAC upgrade/replacement project at Brown as well as roofing projects at Buljan, Spanger and Cirby. Planning for a K-5 elementary school in the Creekview/Winding Creek development began, to be submitted to the State of California by early 2022-23.
- Construction of Westbrook Elementary, opened in August 2023.

Creek Maintenance—Eich

Eich Middle School is nearly encircled by a pair of creeks—Cirby Creek on the north and west sides, and Linda Creek on the south. While Linda Creek is almost entirely outside Eich's property line, Cirby Creek is on school property as it flows past the school's buildings. As a result, the district must take measures to ensure that the creek's flow is not impeded by fallen or diseased trees or wildlife (i.e. beavers), and that trees do not fall on neighboring property or power lines.

The district will have trees along Cirby Creek inspected by an arborist, with forty thousand dollars set aside on an annual basis for this service, and for tree pruning/removal.

Cirby Creek will be inspected regularly for beaver activity or other issues posing a threat to creek flow. State officials will be contacted in the event of bank erosion—or the need to shore up or modify the creek bank—before any work is done, in order to receive the proper permits and permissions.

Neighbors will also be monitored for activities that potentially threaten creek flow, creek bank integrity, or property lines/right of way.

The City of Roseville will maintain Linda Creek, with communication to the district.

Structure of the Maintenance & Facilities Department

School district growth creates a corresponding need for growth in the Maintenance & Facilities department, including additional custodians per CASBO formula (Appendix B), more gardeners (also due to the decision to ban use of "Round-Up" in April 2019), maintenance personnel, etc. Lacking the financial discipline to do so will result in a shorter life for buildings and equipment.

There is also an impact on management in this division during times of school construction. The current management/lead structure includes a Director, an M&O Supervisor, a Custodial Supervisor, a Project Manager, and leads in Maintenance and Gardening. As growth results in additional schools, there will be a need for additional custodial and maintenance positions.

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Projected New Facilities Requirements

Over the next ten to fifteen years, it is projected that the Roseville City School District will add as many as three TK-5 campuses and one middle school. This growth is primarily attributable to new community development rather than expanding populations within existing developed areas.

Historical Enrollment 1960-2020

Year	Enrollment	Inc/(Dec	5 Yr % Inc/(Dec)
1960	2,388		
1965	3,323	935	39.15%
1970	3,288	(35)	(1.05%)
1975	3,052	(236)	(7.17%)
1980	2,891	(161)	(5.27%)
1985	3,359	468	16.19%
1990	5,008	1,649	49.09%
1995	5,064	56	1.12%
2000	6,093	1,029	20.32%
2005	8,316	2,233	36.48%
2010	9,840	1,524	18.33%
2015	10,111	271	2.75%
2021	11,437	1,326	13.11%
2022	11,583	155	1.4%
2023	11,975	392	3.3%

District enrollment increased dramatically between 1985 and 1990 due to rapid residential growth within the District's boundaries. This growth occurred primarily east of Interstate 80 in the Crestmont and former Sierra Gardens attendance areas. Sargeant School was built during this time period to alleviate over-crowding.

Other growth occurred in the Woodbridge/Kaseberg attendance areas when North West Roseville and Infill projects in the Diamond Oaks area were developed. Spanger Elementary School was built to relieve that overcrowding.

Growth increased dramatically between 1995 and 2010. A downturn in the economy and the addition/expansion of charter schools in Roseville then slowed growth, with the exception of the western part of the District, which led to the construction of Diamond Creek, Blue Oaks, Junction, Fiddyment Farm, Orchard Ranch, Riego Creek elementary schools and Westbrook, as well as Chilton Middle School. After an enrollment decline in 2014 due to charter school expansion, TK-8 enrollment (not including Pre-School) stood at 11,975 in August 2023, an increase of 3.3% since 2022.

In addition, legislation was passed and signed in June 2021, expanding eligibility for Transitional Kindergarten (TK) and also expanding the instructional day for both TK and kindergarten. This will significantly impact both present and future facilities use and planning.

School-by-School Enrollment 2023-24

K-5 Elementary Schools	General	SDC*	Total
Blue Oaks	473	23	496
Brown	358	13	371
Cirby	370	0	370
Crestmont	425	0	425
Diamond Creek	542	25	567
Fiddyment Farm	620	22	642
Gates	401	0	401
Jefferson	310	28	338
Junction	603	22	625
Kaseberg	265	23	288
Orchard Ranch	706	0	706
Riego Creek	635	23	658
Sargeant	396	24	420
Spanger	296	15	311
Stoneridge	483	0	483
Woodbridge	292	14	306
Westbrook	525	15	540
TOTAL K-5	7,700	247	7,947

Middle Schools	General	SDC*	Total
Buljan	837	31	868
Chilton	1,177	31	1,208
Cooley	957	38	995
Eich	940	31	971
TOTAL MIDDLE SCHOOL	3,911	131	4,042
NPS & HHI	7	18	25
PCOE PLACEMENT	0	28	28
PRE-SCHOOL	88	90	178
GRAND TOTAL	**11,706**	**514**	**12,220**

*SDC (Special Day Classes—dedicated classrooms for students with disabilities)

Several new residential developments have been or are in the process of being approved by the City of Roseville. These are expected to yield an additional three thousand students over the next ten to twenty years. As a result, the need for housing students will be a focal point for this district over the next two decades.

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 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 calculated from the number of students that have moved into new homes over the past five years. It should be noted that long-term student generation rates may vary significantly from the five-year trend computed for new homes, which creates major planning challenges for a district with a growing population.

The current Roseville City School District student yield factors (SYF) are calculated using housing data from 2014-2021:

• K-8 Single Family Home SYF .468; K-8 Multi-Family Attached/Apartments SYF .229

New schools necessitate new school boundaries, and these boundaries will be shifting regularly as new schools are opened. The district has already adopted transitional boundaries ahead of school construction through the middle of the next decade, and new middle school boundaries effective July 2021. (Appendix E).

Impact of Facilities on Future Planning

A number of studies have concluded that physical building conditions of schools, and the availability of adequate and appropriate classroom space, appear to directly impact 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, a growing body of research has linked inadequate or poor facilities and lack of equipment to decreased student achievement and poor behavior.

The Roseville City School District serves a community located in one of California's most rapidly growing regions. Currently, the District's student population exceeds the capacity of existing, District-owned permanent school facilities; approximately twenty percent of the district's classrooms are portable. In addition, the population of Special Day Class students has increased from 1% of district enrollment ten years ago to nearly 3% in 2023-24. These rooms require a lower student loading capacity, generally one-third that of general education classrooms. Additionally, enrollment of students with severe needs can require facility modifications to classrooms and restrooms at significant cost, sometimes with little warning, i.e. a student moving into the district.

In order to respond to projected student enrollment growth, including in the preschool program housed at Kaseberg and Stoneridge elementary schools, as well as in Special Education, it will be necessary to add portable and permanent classrooms to existing campuses while at the same time constructing new schools.

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 and 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-related discipline problems begin to compound, much needed funds are invariably shifted away from important student instruction opportunities, programs, and materials in order to address student safety issues.

The construction of new elementary schools on the west side of the District, as contemplated in negotiated mitigation agreements with landowners, will relieve current and future overcrowding within the District's existing schools. Eventually this will reduce the number of portable classrooms impacting and/or covering parking lots and physical education and athletic facilities on the other campuses, although the quantity of those types of buildings may increase intermittently during periods when school construction is outpaced by residential growth.

District Responsibilities for New Campuses

- New facilities need to be delivered in a timely and cost effective manner in order to adequately house a growing student population.
- The sequencing of facilities growth must acknowledge the district's staffing and funding limitations.
- The timing of new school construction projects should mix with existing campus projects and help fulfill the goal of providing excellence and parity in educational environments.
- The district is in the position of acting as a building developer while also fulfilling its primary mission as an educational institution. Forethought in implementation must be paramount so that these complicated ventures do not overwhelm the district and its administration. Supporting administrative commitments and responsibilities attached to new building construction should not be taken lightly.

Considerations For New Campus Design

- School designs that are cost effective, functional, inspiring, and directed by district educational specifications.
- Create new campuses that integrate opportunities for current and projected technology and teaching tools and methods.
- Continue sharing site development concepts with the city of Roseville, including adjacent parks as have been developed in conjunction with previous school sites. This allows the city and the district to enjoy the economic and functional benefits of shared facilities.
- Landscaping should be designed to reduce the need for water use and to minimize potential wildfire impact.
- Create campuses that are safe and can be secured.
- Beginning with Orchard Ranch Elementary, install sealed concrete and/or Luxury Vinyl Tile ("LVT") flooring throughout most of the campus, including classroom spaces. Retrofit other campuses, as practicable, as old flooring comes to the end of its useful life. This will decrease the cost of initial construction, flooring replacement, and maintenance.

School Site Selection

School site selection is affected by many factors, including health and safety, location, size, and cost. Those responsible for the school site selection will have to evaluate both the present characteristics and the possible future characteristics of a site and its surrounding property. Because it is often impossible to locate a site that meets all agreed-upon criteria, priorities should be identified, including site characteristics that would adversely affect the choice. Careful assessment takes time, but the importance of each decision justifies the attention. In Roseville, the district is fortunate that school sites are required to be included in master planning by developers, since schools are recognized as a positive for the community that helps attract businesses to the area. Therefore, future school site locations have already been identified.

Screening and Ranking Criteria

To help focus and manage the site selection process, the State of California has developed screening and ranking procedures. The procedures were created on the basis of the following criteria, which are listed in the general order of importance:

- Safety
- Location
- Environment
- Soils
- Topography
- Size and Shape
- Accessibility
- Public Services
- Utilities
- Cost
- Availability
- Public Acceptance

The State of California has developed worksheets that outline the twelve major criteria listed above, with several secondary criteria listed as subtopics. The secondary criteria have been designed to help the selection team define more clearly the factors that must be considered, and understand better the data needed in the selection and acquisition of the school site.

Although the criteria contained in Site Selection Criteria are not the only ones that should be considered, this worksheet might be useful when explaining to school boards and other interested entities how the selection process was accomplished. School districts purchasing the site with state funds will find the criteria helpful when screening available parcels and in identifying at least three acceptable sites. Districts not applying for state funds are not required by Education Code Section 17251 to review a specific number of sites. However, the California Environmental Quality Act requires that alternative sites be reviewed in the Environmental Impact Report (EIR).

Funding For New Campuses

The West Roseville Specific Plan School #5, named Riego Creek Elementary, was funded up to a 600-student capacity through an existing mitigation agreement with West Roseville Schools LLC. As part of this agreement, which previously resulted in the construction of three elementary schools (Junction, Fiddyment Farm and Orchard Ranch) and a middle school (Chilton), the landowners fronted the money for land purchase, school design and construction, and furniture & equipment, (less any state-apportioned funding), and will be repaid as mitigation fees are collected. Riego Creek opened in August 2020 with a capacity of 800 students.

The Sierra Vista School falls under an existing agreement reached in 2010 with Federico/Tyler Family Limited Partnership and two other landowners. It will provide full mitigation for its portion of an 800 student K-5 school. Named Westbrook Elementary, the school site is located on the southwest corner of Solaire Drive and Silver Spruce Drive, with site design completed in September 2019. The land was acquired in July 2020, with final payment in August 2021. Westbrook Elementary opened in August of 2023.

Funding for the Creekview/Winding Creek School is accomplished through an agreement with the land owners, adopted in 2019, that calls for full mitigation of land purchase, school design, construction, and F&E costs through school construction mitigation fee collections. The number of students anticipated to be generated by this subdivision is equivalent to 95% of a 600 student K-5 school. It will be planned as a two-story school building, sitting on 7.6 acres. In addition, the Creekview agreement will generate funds for a potential middle school in the proposed Placer Ranch project, equivalent to 20% of a one-thousand-student complex.

The Brookfield school is covered by a mitigation agreement that was finalized in 2016. It calls for the development to pay its full share of a two-story, 800 student capacity K-5 school on a 9.4 acre site, as well as a portion of the potential middle school located in Placer One.

HP/Campus Oaks will provide mitigation for interim housing and construction of school facilities, according to a mitigation agreement approved in March 2015. Eventual collections will total approximately eleven million dollars.

The next middle school will be located in the proposed Placer One subdivision. The district has a mitigation agreement with the developer of Placer One. As noted, the Creekview and Brookfield agreements fund a portion of this middle school. Depending on enrollment impacts on the district's existing middle schools, it is possible that additional funding will be necessary, from a local bond or establishment of a community facilities district, in order to properly house students prior to reaching a critical mass of residential development within Placer One. It is not anticipated that the new middle school will open before 2030.

Joint Use With City of Roseville

The District values its relationship with the City of Roseville, which has involved promoting joint use of facilities, including park and playground areas, after-school programs, and multi-purpose facilities. Schools are included in city planning efforts, and developers are expected to allow for adequate school facilities within their plans. The district anticipates executing additional agreements as new school facilities are constructed. Previous agreements, some of which date back more than forty years, were updated in September 2017 and then again in June 2022. (EXHIBIT F). School-site plans will continue to be shared with the City on a regular basis, as will issues of health, safety, and security.

Security

A review of security issues was conducted in 2013, including the cost of fencing at each school site. A number of mitigating factors were discussed, including traditional ease of access for those living in the neighborhood. New school construction includes fencing surrounding the campus perimeter, with some portions meant for demarcation rather than security. Older schools have recently been fenced in a manner that allows for lockdown of the school's interior in case of emergency, and during evening hours. Another study was conducted in 2018-19 to review previous implementations and update security measures and procedures as appropriate—the most significant security upgrade involved acquisition and implementation of a visitor registration system, Raptor.

In 2022, the board of education committed two million dollars for safety enhancements that reflect some of the recommendations of the 2018-19 safety study. These enhancements include 6 foot perimeter fencing, the installation of classroom safe locks and blinds or window coverings for all classroom spaces.

The district values maintaining an inviting and deinstitutionalized setting, while simultaneously providing a safe environment for students, staff, and community. Building security can be addressed in either an active or passive manner: active security is based on security systems; passive security is based on program design, building configuration, and community participation.

School security should be based on passive concepts, with active concepts applied where necessary. If only the *symptoms* of the problem are addressed, focus tends to be concentrated only on active security procedures that can be implemented. If the *cause* of the problem is addressed, most of these issues are mitigated through passive or program and building configuration solutions.

The problems of students and their causes are multi-dimensional: some issues can be addressed by schools, while others cannot. Causes include, but are not limited to, family problems, lack of sense of belonging, lack of identity, lack of communication, lack of accountability, and student/teacher relationships.

Passive program and building configuration should be the primary focus, with active security systems the secondary focus. Since the greatest number of discipline problems in a school occur when students switch classes—requiring travel from one end of the building or campus to the other—having students spend the majority of their day in one section of the building and reducing movement will result in fewer discipline problems.

Passive Security Concepts

Building Layout

Avoid blind spots, corners, and cubby holes.

Locate administrative and teacher preparation with good visual contact of major circulation areas [i.e., corridors, cafetorium, bus drop-off, parking.]

Develop spatial relationships in such a manner that there are natural transitions from one location to another.

Locate restrooms close to classrooms.

Design restrooms to balance the need for privacy with the ability to supervise.

Locate areas likely to have significant community [after school] use close to parking and where the areas can be closed off from the rest of the building.

Provide for natural integration of students and staff.

Require external exits from offices.

Utilize wide stairwells in two-story buildings: use of glass windows.

Maintain ability to partition unused portions of building.

Include an elevator in two-story buildings.

Control entry points into building and site.

Entrance to main office should be secure.

Separate entrance for students.

Decentralization of staff work areas.

Visitor restroom located at secure entrance to main office.

Types of Building Materials

Use durable wall surfaces that are easy to clean.

Incorporate pitched roofs, which inhibit roof entry and are aesthetically pleasing.

Limit size of windows – use multiple smaller windows rather than one large window.

Glaze or tint windows.

Install non-slip floors at point of entry.

Sealed concrete or LVT flooring where possible

Vehicular and Pedestrian Traffic

Separate bus drop-off area from other vehicular traffic

Separate staff, student, and community parking areas

Separate student [pedestrian] traffic flow

Decorative traffic barriers

Uses of Technology

For instructional and administrative purposes, new schools should feature extensive technology systems. These same infrastructures and technology components can be used to enhance building security.

Utilize Raptor system to register outside visitors to campus.

Supply communication devices in every instructional and support area.

Building-wide all-call designed to be heard throughout the school and on the play fields when needed.

Motion or infra-red detectors, which can also be configured to conserve lighting costs.

Smoke and heat detectors located throughout the building.

Securable lobby area.

Landscaping, Playing and Practice Fields, Site, and Lighting

Use high trees and low bushes [less than three feet high] to deter hiding.

Use aesthetically pleasing fencing around perimeter of the building.

Non-intrusive lighting of all areas [not correctional institution type lighting.]

Emergency lighting/power in hallways, stairwells, auditorium, multi-purpose room, and classrooms.

Provide security lighting around buildings and parking lots with photo cell timer featuring on/off capacity.

Separate athletic fields and informal gathering areas.

Locate athletic facilities away from building.

Recess building on site to avoid vehicular and pedestrian conflicts.

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EDUCATIONAL SPECIFICATION

The Educational Specification is a critical component of the Roseville City School District Facility Utilization Master Plan. Developed in concert with that overall process, the Educational Specification is a detailed outline of essential items that constitute each school facility to be built in the district as part of the Facility Utilization Master Plan. It is a district-wide statement that applies to all upcoming school projects, and will be adjusted as appropriate to the needs of each individual school construction project.

An Educational Specification outlines essential educational concepts and detailed facility needs. It includes considerations of community values, current and future instructional strategies, impact of technology on education, and cost constraints.

Although this Educational Specification is intended to guide elements of school construction for the next several years, it should be regarded as a living document in need of periodic update. For each separate school construction project, there is need and opportunity to adjust this document to apply to site-specific circumstances.

Additionally, elements of the educational specifications should be regularly updated when needed to address enrollment trends, construction costs, changes in programs offered, and staffing configurations.

This has been written without reference to any specific school site, and is applicable to both new construction and renovation projects. It does contain highly articulated ideas of critical components and organizational concepts for successful elementary school facilities. Some existing school buildings and certain components of others may not be able to be reasonably modified to continue in service. Overall judgments of appropriateness have been included in the recommendations of the Facility Utilization Master Plan, but each specific project will require further detailed consideration, and perhaps adjustment of the Educational Specification.

An elementary school facility should provide a nurturing and engaging learning environment, encourage respect for individuals, and incorporate a multitude of teaching/learning styles. The ultimate goal is to create an active learning environment where students are granted the opportunity to develop the necessary skills and aptitude to become technologically literate life-long learners.

Construction plans must include long-term flexibility of use—a site will likely begin at or over capacity, and remain so for several years. Sites should be constructed so that dedicated classroom space required during times of enrollment impaction can later be utilized for dedicated programs, i.e. a Music Classroom or flexible learning spaces. This likely will result in classrooms located within Administration or Multi-Purpose buildings, or with features designed for future use, so that as needs change from capacity to specialized and/or experimental program use, spaces are suitable for those purposes. Planning for both types of uses—short and long-term—will be required.

Program Area Overview

Roseville City School District's Educational Specifications represent the school district's guidelines and criteria for its new and newly renovated facilities. Listed below is an overview of each program area to be included in the district's PreK–8 facilities. Special features of the school, such as furniture, equipment and technology are also described.

Administration/Student Services

Immediately upon entry, visitors will be greeted in the Administration "welcome area." The principal and support staff offices and guidance services will be located in a centralized area at the main entrance of the school.

Core Academics & Special Needs

The learning community concept accommodates a variety of instructional strategies and student grouping approaches. This concept also provides a learning environment that is characterized by flexibility, a sense of community for students and teachers working in a cluster or community, and a safe/well-supervised environment. Teachers will have the option and flexibility within a cluster to create and organize learning environments suited to students and their learning styles.

The basic organizational unit for this school will be the learning community, consisting of general-purpose learning labs or classrooms, teachers' center, small group rooms and tutoring offices, self-contained special needs rooms, resource rooms, and outdoor areas for exploration. The learning communities may be organized based on individual grade level (i.e. a TK, K, 1st, 2nd, 3rd, 4th, and 5th grade community) or grade groupings (i.e. 2nd & 3rd, 4th & 5th, etc.).

The learning communities should be located around the Media Center and away from noisy spaces such as the Gymnasium and Cafetorium. Special attention will be given to accessibility of all educational and support spaces and an integrated learning program.

Media Center

The Media Center serves a dual purpose. Its traditional role is as a place to conduct research and for learning. Its new role is to serve as a technological information base. In this new role, the Media Center houses a transparent voice/video/data network, which runs throughout the entire building. This network enables the transmission of media services to the desktops of teachers and students without them physically entering the media center. The Media Center is evolving from a "depository of books" to a "technology information distribution center." It is not projected that library functions will discontinue; rather that digital technology will enhance voice, video, and data communications within the school, among district facilities, and with distance learning resources.

Visual Arts

The visual arts curriculum will be accommodated in teaching spaces designed to provide workspace and storage.

Music/Performing Arts

Music and Performing Arts is a dynamic part of any curriculum, providing students with an opportunity to improve their creative skills. Design, flexibility, and acoustics should be especially considered when planning these spaces. Further, since the community will use these spaces, location of the cafetorium/stage should be strategically placed in proximity to the main entrance.

Cafetorium / Student Dining

This area is planned as a flexible multi-purpose room that can accommodate student dining, performances, assemblies, physical education, and community meetings. It is proposed, through creative design, that this area will effectively house multiple functions with seating space for all uses. These spaces should be designed and constructed with a focus on community use during non-school hours, since there is a high demand for both indoor and outdoor facilities.

Corridors and Common Spaces

The front entry lobby should be welcoming and inviting for students, staff, and visitors. Extensive display systems should be provided for two and three-dimensional student work and awards. Finishes should be durable and easy to maintain. The scale of all spaces should be child-friendly. Colors, artificial lighting, and natural day lighting should be managed artfully to create an environment communicating that school is a special place.

Furniture & Equipment

Classroom furniture should be flexible to best accommodate a variety of formats for both individual and group activities. Teachers and students should have storage space for personal belongings, papers, and books as well as storage for supplies and materials. Work areas should have direct access to copiers, multi-media equipment, and telephones. Teacher preparation areas should be located near classrooms to encourage and enhance student and teacher interaction.

Technology

The facility will contain the latest in technology including wired and wireless access for voice, video and data throughout the building. The program design is intended to bring information to the student, and computer technology will be distributed in every classroom. It is intended that access to technology will be seamless and pervasive throughout the building. The Media Center will serve as the hub for technology distribution.

Handicapped Accessibility

The entire facility will be accessible for all students, staff, and visitors. This will be accomplished through judicious use of ramping, lifts and elevators where necessary, sufficient internal clearances for circulation, convenient bus/van loading and unloading, and nearby handicapped parking spaces. The district will comply with all elements of the Americans with Disabilities Act, including wayfinding and signage, appropriate use of textures, universal accessibility of all indoor and outdoor school facilities, and appropriate access to technology and technology programs.

Aesthetics & Flexibility of the Learning Environments

Constructing indoor and outdoor facilities involving spaces where students attend school brings with it many challenges and expectations.

The aesthetics should reflect, first and foremost, the high academic aspirations of the school. It should possess community visibility and presence. Creating a community landmark will establish a recognizable identity and instill pride in students and community.

Areas within the school should be developed for clear organization and internal identity. The facility should captivate students, making them feel that the space is special. The school should represent itself as a place for academic success, healthy self-esteem, positive social interaction, and physical safety. The facility layout should be especially easy to comprehend, and reflect how classes relate to one another. Spaces should be provided for positive socialization among students and with teachers.

Variety of Instructional/Learning Spaces

Space needs for ongoing student assessments and emerging active learning methods result in a greater variety of spaces for learning. These include teacher team planning centers, multi-use rooms, and instructional materials storage rooms. Spaces should be designed to allow for flexibility in educational delivery, size of student grouping, noisy collaborative student activities, and increasingly intensive reliance on computer technology. Spaces should allow students to work independently and collaboratively, receive tutoring, and accept instruction. Consideration should also be given to serving students of various ages.

Classroom spaces in the elementary schools have been planned for twenty-six to thirty-four students in general instruction and eight to twelve special education spaces.

Staffing Patterns

The predominant staffing pattern of the Roseville City School District consists of classroom teachers for primary contact with most students, supplemented by specialist teachers and professionals for exploratory learning and focused interventions. The latter are undertaken in separate specialized spaces and, wherever possible, through inclusion in classrooms. As programs and groupings change, a more differentiated staffing pattern may emerge with lead or master teachers and more specialists and paraprofessional facilitators. The key is to embrace flexibility so that student needs will be met.

Facility Change Should Be the Norm

Many school planning configurations of multiple, isolated classrooms make changes and additions cost prohibitive and, once a building is constructed, difficult to accomplish. Facilities should be constructed in a manner where change and flexibility is the norm, not the exception.

This includes, as noted previously, a recognition that there are times in the life of a school site when maximizing capacity is paramount. Spaces must be designed to handle both capacity issues and program delivery so that extensive remodeling is not required when the transition from one use to the other occurs. New K-5 schools should be based on initial capacity of 800 students; this allows for the flexibility of facility change, and saves money by constructing fewer schools in the long-run, as well as the administrative savings that results from that planning. This also reduces the impact that portable classrooms have on site programs. Building materials and furniture should be selected to support these concepts.

The challenge of developing flexible space directly impacts the budget and space requirements. Developing flexible and common spaces impacts all program areas and must be weighed for effectiveness. In order to realize the potential of a building's flexibility, staff training must occur so that the building is best utilized to meet the needs of students most effectively.

Indoor and Outdoor Learning Environments

By rethinking all spaces, better use of the facilities and site can occur. One way to accomplish this is to use windows and outside areas to make rooms feel brighter and larger, as well as utilizing outdoor areas for teaching environments.

Common and shared use areas should provide spaces for positive interaction and orientation within the school. All learning environments should be developed to foster a sense of belonging and pride. The use of the building system/design as an actual teaching model and example of technology and environmentally conscious design should be considered. Creativity and functionality should work hand in hand. Color, building materials, furniture, and landscaping should be selected carefully to develop a pleasing and inviting atmosphere.

The learning environment should be student-centered and designed for "hands-on learning," promoting student autonomy and independence. Space for active participation should be incorporated, with classrooms providing opportunities for integrating disciplines and easy access to tools of exploration.

New vs. Existing Buildings

The concepts found herein can be applied to new construction as well as the renovation of existing facilities. It is important to point out that achieving educational and facility concepts should be the primary goal, which may result in the need to modify some of the square footage guidelines. The final determination for modifications should be: Does the space meet the academic needs of the students?

Overview of 21st Century Best Practices

As a result of the transition to the information age as well as the aging of facilities, school districts are investigating curricula, organizational models, current and emerging technologies, and the role of administration and their local communities to determine the effect each of these has on student performance.

Investigations have resulted in "best practices" that suggest the following:

Curriculum: Offer essential knowledge, integrate it, and make connections to real life.

Organizational Models: Provide student-centered approach.

Technology: Create pervasive and integrated systems.

Administration: Increase student contact and flexibility.

Community Use: Instill a sense of participation, ownership, and pride.

Student Groupings: Schools should organize facilities into houses, pods, or clusters.

Student Services: Schools should continually evaluate the services they provide in order to meet the changing needs of their students.

These "best practices" are not intended to be solutions to all of the issues confronting schools. Public education is at a unique point in its history, transitioning from the industrial age to the information age.

As with most organizations, school districts across the nation are changing the way they do business. School districts are investigating curricula, organizational models, current and emerging technologies, the role of administration, and their local communities to determine the impact each of these has on student performance.

These investigations have resulted in a series of educational "best practices" intended to provide students with the greatest opportunity for success. The following describes a few of these:

Curriculum—Offer Essential Knowledge, Integrate It, and Make Connections to Real Life:

Based on federal and state content standards.

Require content areas to be linked to one another.

Accommodate multiple-intelligences and learning styles.

Demand critical thinking and problem-solving.

Incorporate pervasive technology.

Utilize multiple performance assessments.

Best Practice:

"Best practices" suggest that the core of the elementary school curriculum must offer both the substance and the practicality to prepare students for the future. The curriculum should strive to meet individual needs without compromising larger goals. Dr. Willard Daggett, President of the International Center for Leadership in Education and a national expert on education, claims that schools should "make education rigorous and relevant for all students." Daggett uses a Rigor and Relevance Matrix to categorize curricula into one of four quadrants. Daggett defines rigor as the level of Bloom's Taxonomy achieved in any given lesson. He defines relevance as a continuum ranging from "knowledge in one discipline" to "applications to real-world unpredictable situations."

Facilities Impact:

Adopting curricula that offer essential knowledge, integrated approaches, and connections to real life can significantly impact facilities. Facilities may require student production spaces for the creation of projects, small group rooms for collaboration, and large group presentation spaces for students to show their work.

RIGOR/ RELEVANCE FRAMEWORK

Organizational Models—Provide Student-Centered House Approach

Best Practice*:*

Student-centered approaches provide students with a variety of opportunities to learn and develop skills and competencies based on their individual needs and talents. Organizational models are often characterized by student-centered approaches such as grade-level teaming, schools within a school, and thematic approaches.

"Best practices" might suggest that facilities be organized into pods, instructional units comprised of classroom spaces, student production spaces, and teacher preparation areas. "Best practices" might also suggest that double-loaded corridor designs cannot provide the necessary flexibility to accommodate multiple organizational models or foster the same level of cooperation, teaming, and sharing of professional resources as house designs.

Examples:

Grade-Level Teaming: Grade-level teaming is based on organizing the building into separate grade-level units. Grade-level teams typically utilize an interdisciplinary approach.

Thematic Teaming: Thematic teaming is based on delivering curriculum within the context of a specific theme. Themes may include Science and Math, Fine and Performing Arts, or Foreign Language and Literature.

Facilities Impact: Implementing these organizational models, specifically the house concept, offers significant advantages to the delivery of curriculum and observation of students. While the impact that implementing the house concept has on facilities is continually evaluated in terms of major systems, it typically should not outweigh the educational advantages.

Technology—Create Pervasive and Integrated Systems Access to voice, video, data, and electrical outlets provided in every instructional space:

Proficiencies incorporated into other content areas/staff development

Utilize distance-learning opportunities

Best Practice: **Technology**

Technology continues to evolve and influence education. Technology has traditionally been perceived as stand-alone content area with its own dedicated spaces. “Best practices” however, might connote that technology be incorporated into every learning space and into all curricula. Incorporating technology can accomplish two basic goals of education: linking traditionally isolated content areas and providing teachers with tools to explore more of Howard Gardner’s multiple intelligences in their lessons.

Howard Gardner has indicated in “Frames of Mind” that there are several different types of intelligences (linguistic, mathematical, musical, kinesthetic, spatial, intrapersonal, interpersonal, and natural intelligence). Each person has strengths in some intelligences and weaknesses in others. Experts have indicated that students retain more information when several intelligences are involved in the learning process. For example, The NTL Institute for Behavior Science reports that students retain only 10% of what they read, but retain 90% of what they read, see, hear, experience, and teach.

Facilities Impact: Incorporating technology into all learning spaces and into all curricula can have a significant impact on facilities. First, all learning spaces would require access to voice, video, data ports, and electrical outlets. Second, infrastructure must be designed in such a way to allow access for maintenance and upgrades as technology continues to evolve.

Today, technology is used extensively to help students learn basic and critical thinking skills. In the future, the applications and capabilities of educational and information management technology will increase dramatically. Today, the majority of professions require at least some technological proficiency and as such, it is expected that students will leave school with the ability to work with and use technology.

The implementation of voice, video, and data throughout school facilities is becoming a standard in schools across the country. Appropriate and strategically designed and installed technology greatly enhances the teaching and learning of basic skills, and positions a school to take advantage of technological developments in the future.

To take advantage of technology, schools will need to promote comprehensive staff development programs and training; student access to technology applications; updated hardware and software in computer labs, classrooms, and media centers; updated school wiring and internet access; integration of technology into the academic content standards; home to school access; technical support personnel at the school level; and a security system that encourages use and protects the investment.

It is important for schools to hire teachers possessing the technology skills expected of them in the school environment. Teachers and administrators should attend periodic in-services to ensure they acquire and/or retain the skills necessary to access the latest technologies.

All classrooms should be multi-use/multi-purpose with invisible technological support. There should be a seamless web of technology to support classroom management between administration, teachers, students, and the home.

Research suggests that multi-sensory teaching is most effective in mastery of basic skills. Technology supports visual, auditory and experiential learning; therefore, it is recommended that all instructional spaces possess adequate voice, video, and data accessibility. This access enhances the flexibility of the learning environment to respond positively to alterations in the use of space. Wiring and other infrastructure components should be the first priority since terminal devices can be added later; however, wireless networks can also be added as the need arises. The facility should have surplus electrical power capacity and network wiring/bandwidth to permit expansion of technology.

It is important to expect all students to demonstrate technology skills appropriate to their grade level.

Technology Components

Voice: Telephone and voice communications in every classroom and workspace to support internal and external communications.

Video: Video distribution and video streaming in every classroom and throughout the building with interactive video capabilities to support whole and small group instruction, distance learning, and access to a wide range of internal and external resources.

Data: Data retrieval capabilities in every classroom and throughout the building as well as network capabilities Citywide and to other external resources (i.e. Internet). Today's schools are being wired and equipped to support management and instructional applications. Current voice, data and video systems can provide leadership, instruction, data management, internet access, and student services which go far beyond the systems in schools that were constructed even ten years ago. Technology is becoming increasingly useful and appropriate for students and educators. As home and business worlds move to higher levels of technological applications, it is critical for schools to be equipped and play a leadership role in the integration of technology into the teaching, learning, and communication processes.

Applications of Technology

Technology has four primary applications within the school environment. These applications have the potential to create a positive result in every aspect of the educational process. The following illustrates the four primary applications that interface with each other and some examples of educational applications in each area:

Technology & The Learning Environment

Technology greatly enhances the learning environment and, in the typical classroom, can support multiple instructional designs.

Whole Group Instruction [20-36 students] This includes the use of tablets, chromebooks, 70-inch computer/TV monitors, PVP video/computer projectors, LCD flat panels and various forms of computer display techniques.

Small Group Instruction [6-8 students] This includes areas in the classroom and shared common spaces, where a teacher or resource person can work with groups of 6-8 students. The technology is essentially the same as whole group instruction technology, the only difference being the size of the groups.

Individualized Instruction [1-2 students] This is primarily a computer-based instruction design where students interact with a computer workstation, chromebook or other device. As all forms of technology become increasingly digitized, it is envisioned that these will become multi-media workstations that integrate voice, video, and data formats as well as having high speed internet access.

Classroom

It is recommended that all classrooms are equipped with voice, data, internet, and video accessibility. This enhances the flexibility of the learning environment to respond positively to alterations in the use of space.

The facility should have surplus electrical power and cooling capacity to permit expansion of technology. Infrastructure, systems and cabling are typically funded as capital projects. The following components should be included in each classroom:

- One teacher workstation with voice, data, and video.
- CAT 7 data drops with LAN, WiFi, and Internet with 6 fiber for future expansion.
- Electric power availability [one quad per drop] and/or raceway wiring system to support 4-6 student computers.
- Added cooling systems to offset the heat generated by the computers.
- One video drop with mounted video/LCD projector.
- One voice drop with telephone.
- Face plate switches.
- Audio classroom enhancements.
- Student computer work stations.
- DVD port.
- Wireless.
- A/V plate on wall near teacher station.
- Floor plate with power and data drop near teacher station.

Careful attention should be given to furnishings, i.e., student desks, specialized or customized cabinetry, location of data ports, white boards, document cameras, and monitors.

Office

Office areas have the following needs:

• Appropriate voice and fiber/CAT 7 data drops and/or wireless capability with LAN, WAN, and Internet access
• Electric power availability (quad per drop)
• Capability to support computer, network, printer, and fax
• Staff workstations
• Telephones (voicemail and fax capability)
• PA system
• Audio system
• Capability to support high speed networked copier

Conference

Conference areas should include:

• Voice, video, and data drops for LAN, WiFi, Internet access, and fiber pulled for future use
• Electric power availability [quad per drop]
• Capability to support video monitor and video projection
• One telephone
• One computer
• A/V plate
• Ceiling mounted LCD projector
• Video conferencing equipment

Cafeteria / Multipurpose Room

These spaces should have the following equipment:

• Video ports and monitors that can be used for video displays of electronic bulletin boards
• CAT 7 data drops and/or wireless capability (WiFi) with LAN, WAN, and internet access to support point-of-sale devices, fiber pulled for future, inventory system access, and student access
• Telephones (voicemail capability in Cafetorium Office)

• Mounted LCD and workstation
• Centralized control panel for video and data
• Storage space

Gymnasium (Middle Schools)

The gymnasium should have the following equipment:

• Video ports and monitors that can be used for video displays of electronic bulletin boards
• 2-3 video and fiber/CAT 5/6 data drops with LAN, WAN, and Internet access
• Portable video projector (PVP) and computer
• Large, electric front projection screen budget and includes:
• Telephone
• PA system
• Annual software support agreements
• Audio system
• Annual hardware support agreements
• Centralized control panel for scoreboard, video
• Upgrading specific computers for specific monitors, electric front screen, and audio tasks

Technology Control Room

The Technology Control Room will house Uninterruptible Power Supplies (UPS), communication servers, PBX, video system, network router, and network switches. In addition, this room will have additional cooling systems to maintain a consistent room temperature.

Furniture will consist of IEEE racks, worktable, and monitor stand. All equipment must be located near ample electricity and have an assessable diameter of 4-5 feet.

Funding and Implementation

Educational software:

Typically funded through operating budget grants and includes:

• Productivity software

• Computer lab applications
• Library automation software
• Reference resources (computer and A/V)
• Curriculum-specific software
• Curriculum-specific A/V media
• Textbook inventory
• Student Information System access

Maintenance:

Funded as a line item in the yearly budget and includes:

• Annual software support
• Annual hardware support agreements
• Upgrading specific computers for specific curriculum tasks

Staff Development:

Funded from the operating budget and grants and includes:

• In-service training on technology
• Special training activities for advanced users [stipends and summer grants]
• Attendance at regional and national shows.

Community Use

Instill a Sense of Participation, Ownership, and Pride:

Cooperative Alliances
Youth Services
Shared Decision-Making
Community Service Volunteers
Parent Involvement
School/College Partnerships

Best Practice*:* "Best practices" suggest that facilities should serve not only as instructional centers for students, but also as user-friendly centers of the communities.

Facilities should provide programs and access to resources for adults, businesses, and other community organizations. Community/school partnerships are playing an increasing role in elementary school facilities. These partnerships provide students with expanded learning opportunities, professional development opportunities for staff, and a venue for community activities. Uses of school facilities by community groups must be in harmony with the normal utilization of those facilities.

***Facilities Impact**:* Providing access to and forming partnerships with the community can significantly impact facilities. Additional spaces such as parent or community volunteer rooms, community locker rooms, and storage spaces may be necessary. In addition, for security purposes, community access may require careful attention to the organization of the facility. Community accessible portions of the facility may need to be located in areas that permit the remainder of the facility to be secure before, during, and after school hours.

Future outbreaks similar to that of COVID-19 may impact community access and/or rental costs due to changes in cleaning protocols.

Roseville School District

Facilities Utilization Master Plan

Appendix “A”

Facilities Inspection Tool (FIT)

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

OK	**No Deficiency - Good Repair:** Mark "OK" if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	**Deficiency:** Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	**Extreme Deficiency**: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	**Not Applicable:** If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

- **Gas** and **Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the inspector should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.
When completing Part III of the FIT, the school district should be provided the opportunity to provide comments and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks
Gas systems and pipes appear safe, functional, and free of leaks.
Examples include but are not limited to the following:

a. There is no odor that would indicate a gas leak. (X)
b. Gas pipes are not broken and appear to be in good working order. (X)
c. Other

Mechanical Systems
Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

a. The HVAC system is operable. (X)
b. The facilities are ventilated (via mechanical or natural ventilation).
c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
e. Interior temperatures appear to be maintained within normally accepted ranges.
f. The ventilation units are not generating any excessive noise or vibrations.
g. Other

Sewer
Sewer line stoppage is not evident. Examples include but are not limited to the following:

a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
b. The sanitary system controls odors as designed.
c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)
Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Walls are free of hazards from tears and holes.
b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
c. Ceiling is free of hazards from missing ceiling tiles and holes.
d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
e. Other

Overall Cleanliness
School grounds, buildings, common areas, surfaces, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:
a. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
b. An area should appear to be clean with minimal dirt, dust, or buildup. Floors and carpets should appear to have been swept or cleaned within the last week. Light fixtures and all bulbs are working properly. Facilities area adequately stocked and odor free. (OK)
c. An area marked as "Deficiency" would appear to not have been cleaned in the last two weeks and carpet may look dull, matted, or stained. Corners of the room may have a recognizable amount of dirt or grime buildup. Floors do not appear to have been swept or vacuumed in two weeks. Some light fixtures are dirty and fewer than five percent of the bulbs have burned out. Daily trash has not been taken out. (D)
d. An area marked as having an "Extreme Deficiency" would appear to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Floors have not been swept or vacuumed in over two weeks. Light fixtures are dirty and more than five percent of the bulbs have burned out. There is trash overflow and the area being evaluated has a foul odor. (X)
e. Area(s) evaluated is free of unabated graffiti.
f. Other

Part IIb (Optional) - The Cleanliness Detail worksheet may be used to evaluate the Overall Cleanliness of each area. Based on Part IIb, use the following to complete Part IIa:
The district may choose how to report maintenance and custodial staff. The district may report staffing at the site or district level. Staffing may be based on assigned staff or represented as Full-Time Equivalent increments.
a. If 75.0 percent or more of the review is "Yes", the area should be rated clean (OK).
b. If 50 - 74.9 percent of the review is "Yes", the area should be rated "Deficient (D)".
c. If 49.9 percent or less of the review is "Yes", the area should be rated Extreme Deficiency (X)

1. Floors swept, vacuumed, and/or mopped. Free of spots stains, and build up.
2. Walls and Doors free of spots and grime.
3. Desk and Counters clean.
4. Furniture dusted and clean.
5. Baseboards and window sills dusted and clean.
6. Light fixtures clean.
7. Sink clean and drains working properly.
8. Trash cans are empty and clean. The ground is free of trash. Floors and furniture are free of gum and/or other food residue.
9. Windows are free from damage, clean, and in working condition.
10. Water fountains, including handles/buttons, are clean and in working condition.
11. Toilets and bathroom sinks are clean and in working condition.
12. Mirrors and Hand Dryers are clean, intact, and in working condition.
13. Bathroom supplies are stocked and in working condition.
14. Area is free of graffitti.
15. Landscaping - Maintained sufficiently to not hinder student and staff.

Pest/Vermin Infestation
Pest or vermin infestation are not evident. Examples include but are not limited to the following:
a. There is no evidence of a major pest or vermin infestation. (X)
b. There are no holes in the walls, floors, or ceilings.
c. Rodent droppings or insect skins are not evident.
d. Odor caused by a pest or vermin infestation is not evident.
e. There are no live rodents observed.
f. Other

Electrical (Interior and Exterior)
1. There is no evidence that any portion of the school has a power failure. *(X)*

2. Electrical systems, components, and equipment appear to be working properly.
a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:
a. Lighting appears to be adequate.
b. Lighting is not flickering.
c. There is no unusual hum or noise from the light fixtures.
d. Other

Restrooms
Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367:

a. Restrooms are maintained and cleaned regularly.
b. Restrooms are fully operational.
c. Restrooms are stocked with toilet paper, menstrual products, soap, and paper towels.
d. Restrooms are open during school hours.
e. Other

Sinks/Fountains (Inside and Outside)
Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:
a. Drinking fountains are accessible.
b. Water pressure is adequate.
c. A leak is not evident.
d. There is no moss, mold, or excessive staining on the fixtures.
e. The water is clear and without unusual taste or odor.
f. Other

Fire Safety
The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:
a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
b. Emergency alarms appear to be functional. (X)
c. Emergency exit signs function as designed, exits are unobstructed. (X)
d. Fire extinguishers are current and placed in all required areas.
e. Fire alarms pull stations are clearly visible.
f. Other

Hazardous Materials (Interior and Exterior)
There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:
a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
b. Paint is not peeling, chipping, or cracking.
c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
e. Other

Structural Damage
There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

a. Severe cracks are not evident. (X)
b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
e. Other

When completing Part III of the FIT, the inspector should note the date and time of the

Roofs (observed from the ground, inside/outside the building)
Roof systems appear to be functioning properly. Examples include but are not limited to the following:
a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
b. Roofs, gutters, roof drains, and down spouts are intact.
c. Other

Playground/School Grounds
The playground equipment and school grounds in the vicinity of the area being evaluated evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:
a. Significant cracks, trip hazards, holes and deterioration are not found.
b. Open “S” hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
c. Seating, tables, and equipment are functional and free of significant cracks.
d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
e. Other

Windows/Doors/Gates/Fences (Interior and exterior)
Conditions that pose a safety and/or security risk are not evident. Examples include but are include but are not limited to the following:
a. There is no exposed broken glass accessible to pupils and staff. (X)
b. Exterior doors and gates are functioning and do not pose a security risk. (X)
c. Windows are intact and free of cracks.
d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
e. Doors are intact.
f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
g. Gates and fences appear to be functional.
h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
i. Other

PART IIa: EVALUATION DETAIL

Date of Inspection: ____________ School Name: ______________________________

Building / Area Name	Estimated Square Footage	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
District's Plan to Address:																
Deficiencies Noted in Prior Year?																

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
Use additional Area Lines as necessary.

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 04/22)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

PART III: CLEANLINESS DETAIL

NUMBER OF MAINTENANCE STAFF IN THE DISTRICT OR AT SITE (SPECIFY): ____________ Date of Inspection: ________ School Name: ____________

NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: ____________

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	1 Floors	2 Walls & Doors	3 Desks & Counters	4 Furniture	5 Baseboards /Window Sill	6 Light Fixtures	7 Sinks	8 Trash / Refuse	9 Windows	10 Water Fountains	11 Toilets	12 Mirrors & Hand Dryers	13 Bathroom Supplies	14 Graffiti	15 Landscaping	Rating
		COMMENTS:															
		COMMENTS:															
		COMMENTS:															
		COMMENTS:															
		COMMENTS:															
		COMMENTS:															
		COMMENTS:															
		COMMENTS:															
		COMMENTS:															
		COMMENTS:															
		COMMENTS:															
District's Plan to Address:																	
Deficiency Noted in Prior Year?																	

Use additional Area Lines as necessary.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE: NUMBER OF RESTROOMS ON SITE:
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):	TIME OF INSPECTION	SITE ENROLLMENT	
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE: TOTAL ESTIMATED BUILDING SQUARE FOOTAGE:	WEATHER CONDITION AT TIME OF INSPECTION		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED ↓	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
	Number of "OK"s:															
	Number of "D"s:															
	Number of "X"s:															
	Number of N/As:															
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*																
Total Percent per Category (average of above)*																
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%																

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	**DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →**		**SCHOOL RATING** →	

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

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Roseville School District

Facilities Utilization Master Plan

Appendices “B, C & D”

CASBO Custodial Staffing Formula

School Site Maps

RCSD Portables, including future options

CASBO FORMULA

1) One custodian for every 13 teachers

   Plus

2) One custodian for every 325 students

   Plus

3) One custodian for every 13 rooms

   Plus

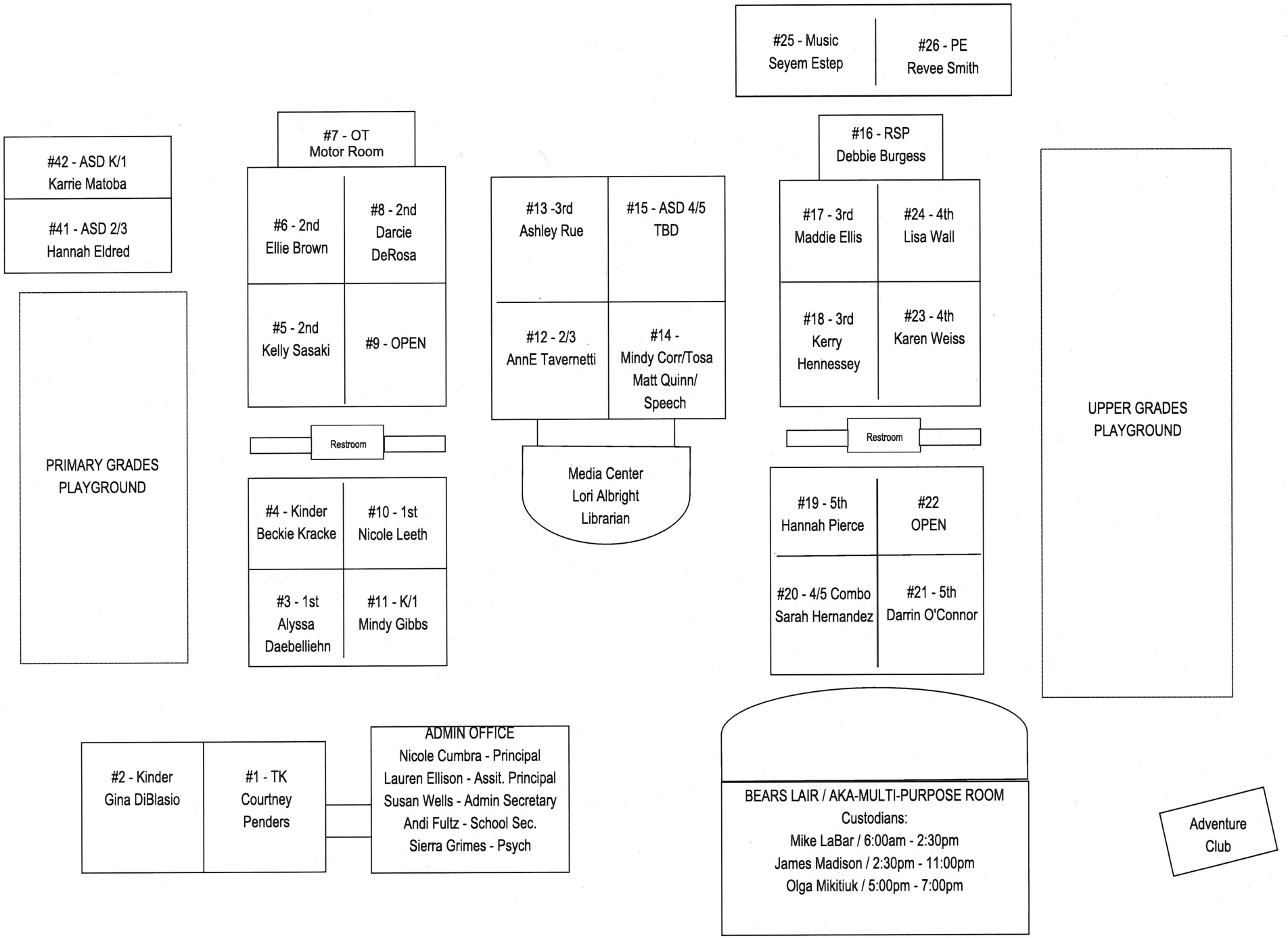
4) One custodian for every 18,000 sq. ft.
5) Total the above and divide by four to indicate the number of custodians needed
6) Schools of less than 400 students need to add .30 FTE to the final calculation
7) Use of Facilities: Elementary .0625 FTE and Middle .25 FTE

1) X teachers divided by 13 =
2) X student divided by 325 =
3) X rooms devided by 13 =
4) X divided by 18,000 =
5) Total divided by 4 =
6) N/A or .30
7) Use of Facilities: =

Total FTE's Needed

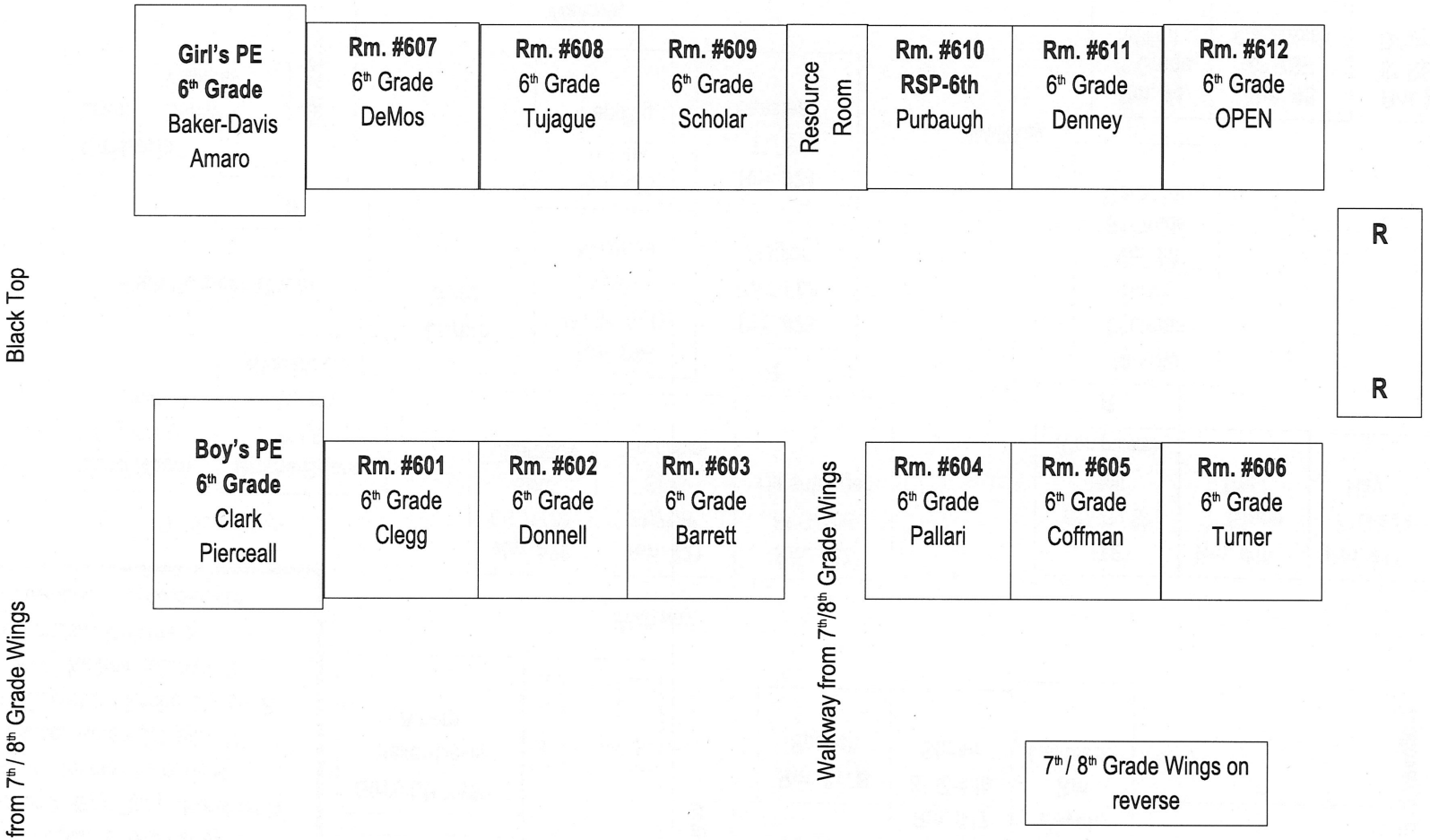
BLUE OAKS ELEMENTARY

2023-2024 SCHOOL YEAR

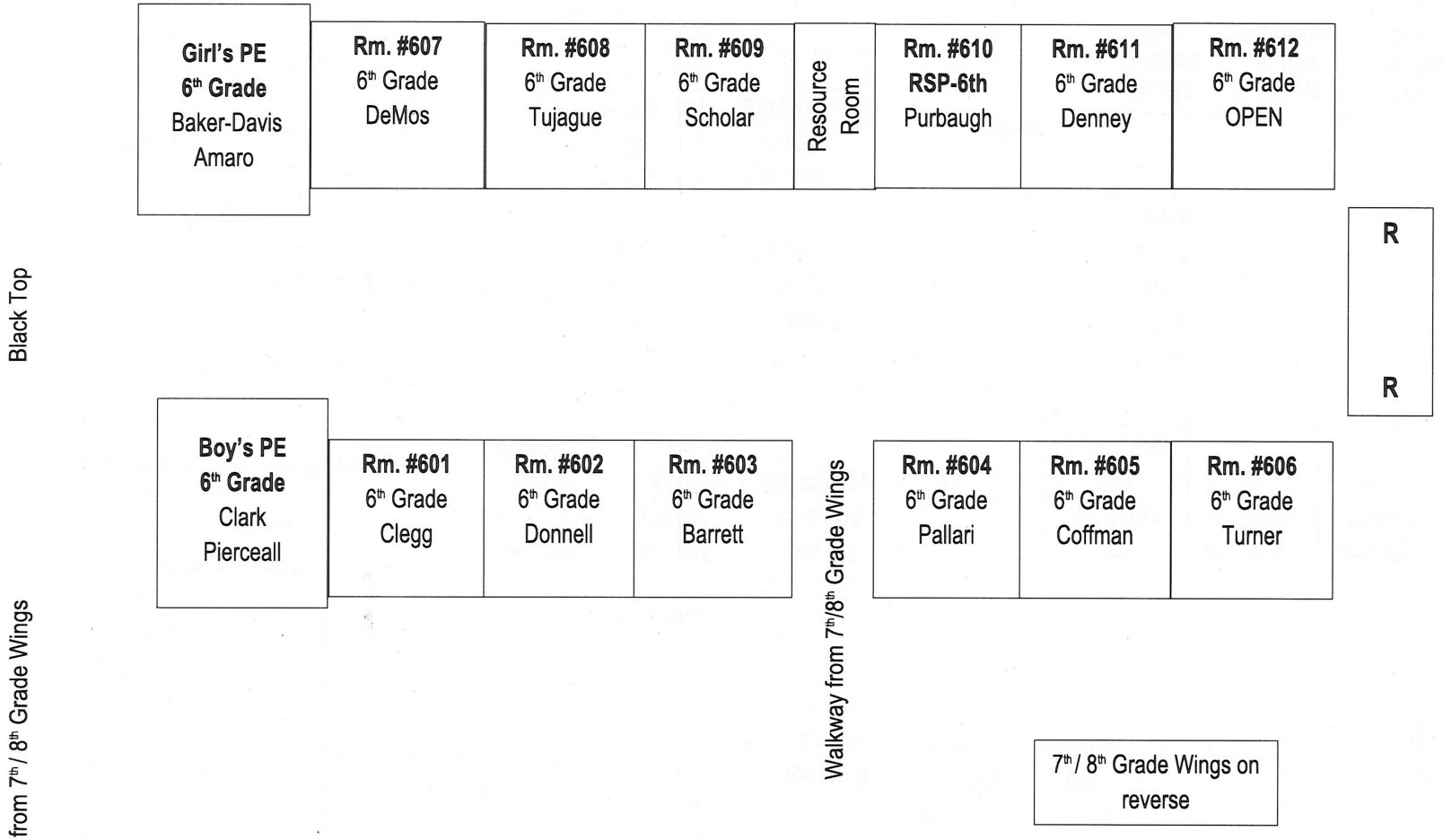


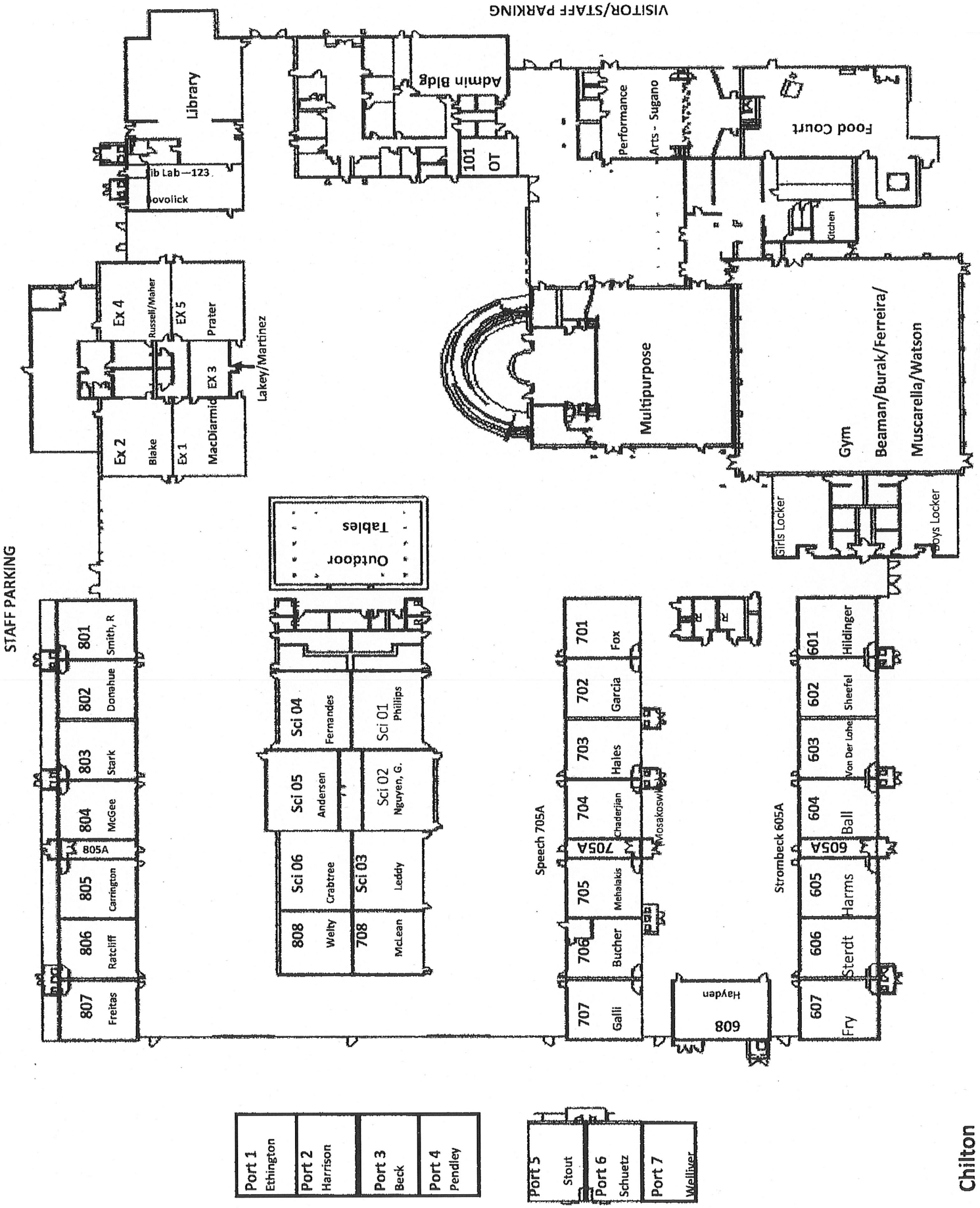
2023-2024
Brown
Elementary
S
E
W
N
1
Motor
Room
2
5th
Pritchard
3
5th
Couch
TOSA
Library
4
4th
Brady-Kennedy
5
4th
Lassila
6
3rd
Ferguson
7
3rd
Espley
8
3rd
Payne
9
Barrow
10
Hexom
Workroom
11
RSP
Hokenson
12
TOSA
Maggard
13
2nd
Mahoney-
Merritt
14
Speech
Eggman
15
Music
Burton-Harp
16
PE
17
1st
Hecker
18
2nd
Gomes
19
1st
Hopkins
20
TK
Wilke
21
K
Gordon
22
K
G Vasquez
Office
Multi
(Den)
Adventure
Club
Trestle Drive
Bettencourt Drive

George A. Buljan Middle School
6th Grade Wing
100 Hallissy Drive
Roseville 95678



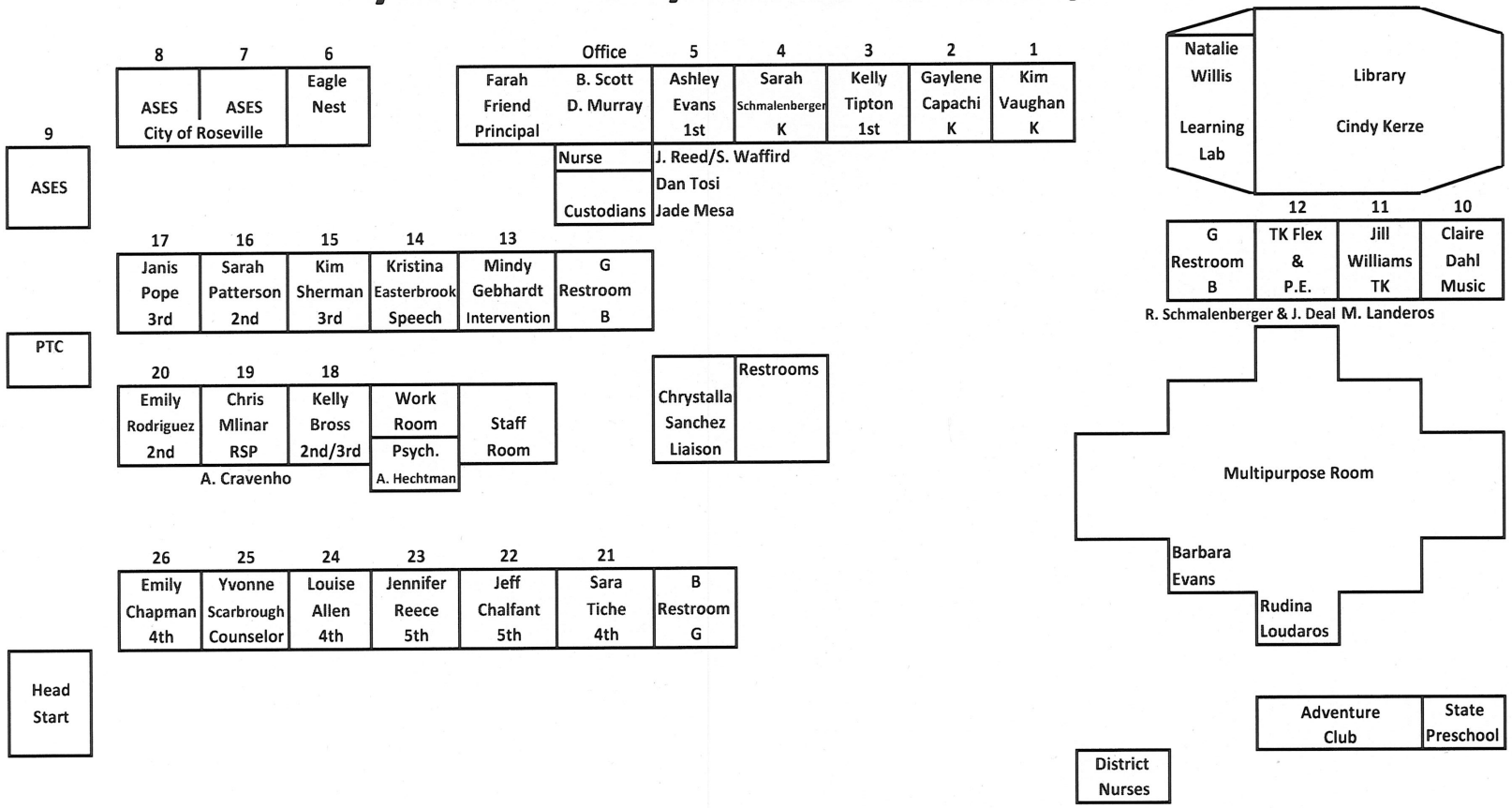
George A. Buljan Middle School
6th Grade Wing 2023-2024
100 Hallissy Drive
Roseville 95678

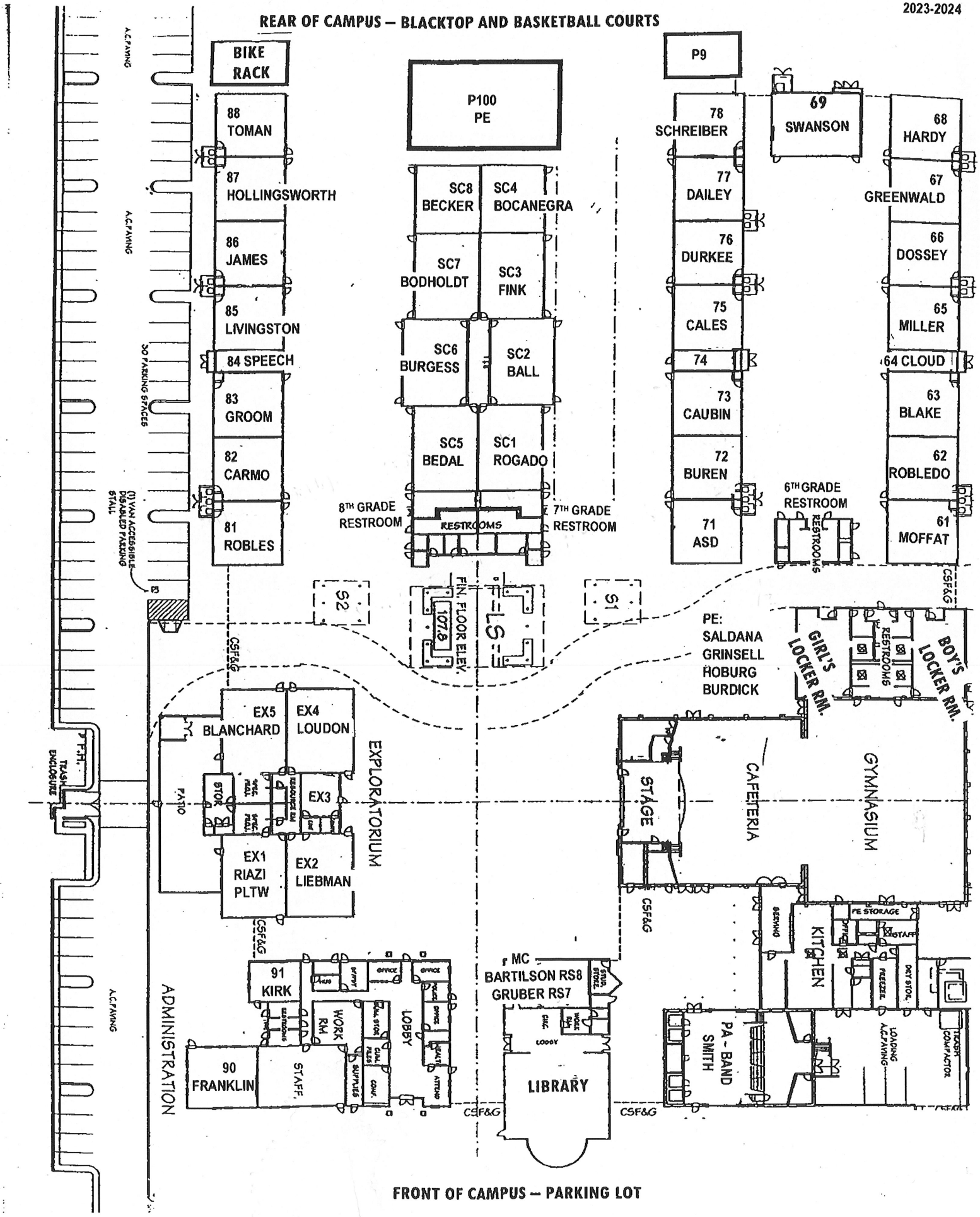


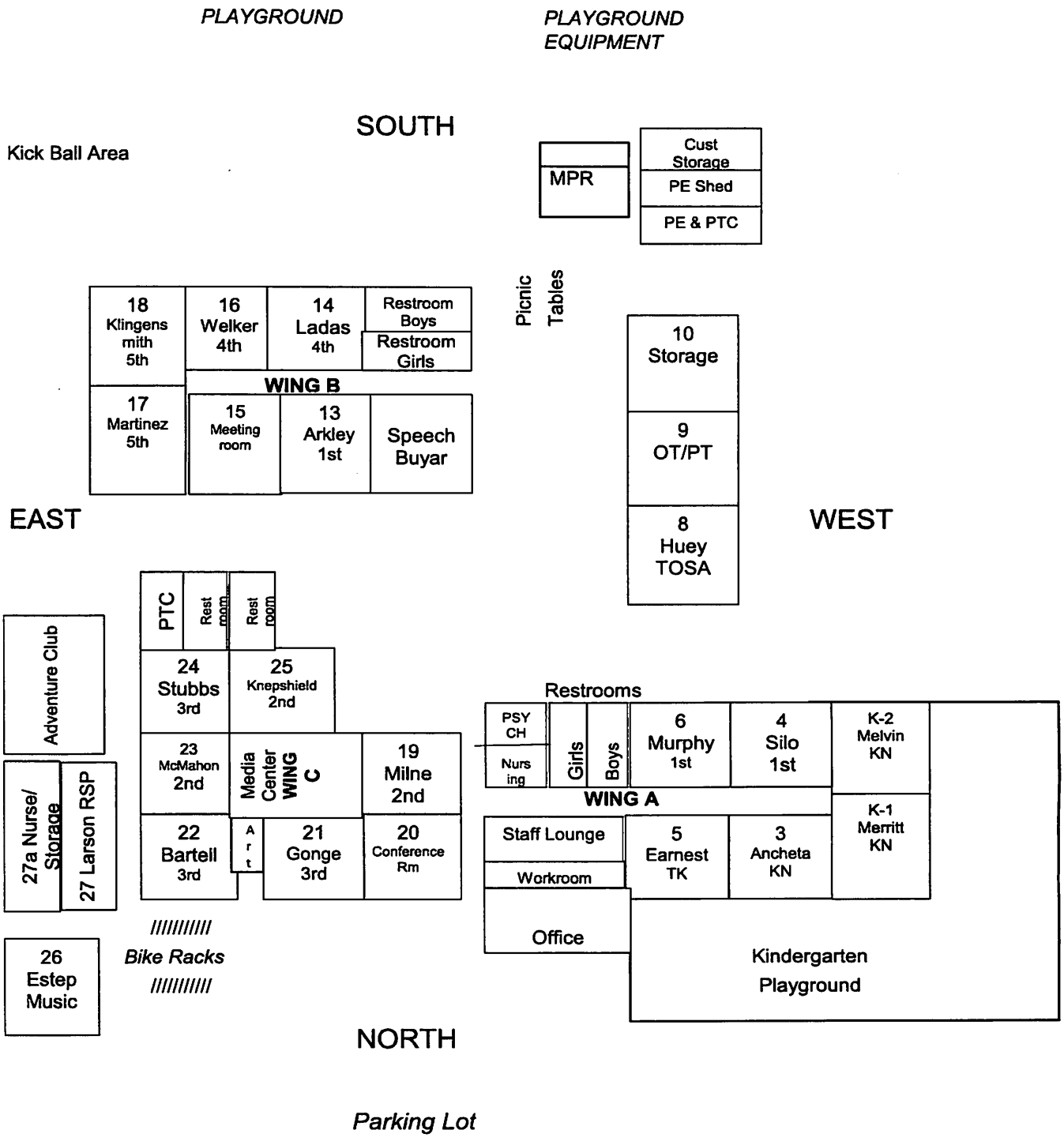

VISITOR/STAFF PARKING
Library
Admin Bldg
101
OT
Performance
Arts - Sugano
Food Court
Kitchen
Multipurpose
Gym
Beaman/Burak/Ferreira/
Muscarella/Watson
Girls Locker
Boys Locker
Ex 4
Russell/Maher
EX 5
Prater
EX 3
Lakey/Martinez
Ex 2
Blake
Ex 1
MacDiarmid
Outdoor
Tables
STAFF PARKING
801 Smith, R
802 Donahue
803 Stark
804 McGee
805A
805 Carrington
806 Ratcliff
807 Freitas
Sci 04 Fernandes
Sci 01 Phillips
Sci 05 Andersen
Sci 02 Nguyen, G.
Sci 06 Crabtree
Sci 03 Leddy
808 Welty
708 McLean
Speech 705A
701 Fox
702 Garcia
703 Hales
704 Chaderjian
705A Mosakowski
705 Mehalakis
706 Bucher
707 Galli
Hayden
608
Strombeck 605A
601 Hildinger
602 Sheefel
603 Von Der Lohe
604 Ball
605A
605 Harms
606 Sterdt
607 Fry
Port 1 Ethington
Port 2 Harrison
Port 3 Beck
Port 4 Pendley
Port 5 Stout
Port 6 Schuetz
Port 7 Wellliver
Chilton

Cirby Elementary School Site Map

2023-2024




2023-2024
REAR OF CAMPUS – BLACKTOP AND BASKETBALL COURTS
BIKE RACK
88 TOMAN
87 HOLLINGSWORTH
86 JAMES
85 LIVINGSTON
84 SPEECH
83 GROOM
82 CARMO
81 ROBLES
P100 PE
SC8 BECKER
SC4 BOCANEGRA
SC7 BODHOLDT
SC3 FINK
SC6 BURGESS
SC2 BALL
SC5 BEDAL
SC1 ROGADO
8TH GRADE RESTROOM
RESTROOMS
7TH GRADE RESTROOM
P9
78 SCHREIBER
77 DAILEY
76 DURKEE
75 CALES
74
73 CAUBIN
72 BUREN
71 ASD
69 SWANSON
68 HARDY
67 GREENWALD
66 DOSSEY
65 MILLER
64 CLOUD
63 BLAKE
62 ROBLEDO
61 MOFFAT
6TH GRADE RESTROOM
RESTROOMS
A.C. PAVING
50 PARKING SPACES
(1) VAN ACCESSIBLE DISABLED PARKING STALL
S2
S1
FIN. FLOOR ELEV. 107.8
CSF&G
PE: SALDANA GRINSELL HOBURG BURDICK
GIRL'S LOCKER RM.
BOY'S LOCKER RM.
RESTROOMS
EX5 BLANCHARD
EX4 LOUDON
EX3
EX1 RIAZI PLTW
EX2 LIEBMAN
EXPLORATORIUM
PATIO
STOR
TRASH ENCLOSURE
STAGE
CAFETERIA
GYMNASIUM
PE STORAGE
SERVING
KITCHEN
STAFF
FREEZER
DRY STOR.
LOADING A.C. PAVING
TRASH COMPACTOR
PA – BAND SMITH
91 KIRK
WORK RM.
LOBBY
OFFICE
90 FRANKLIN
STAFF
ADMINISTRATION
MC BARTILSON RS8
GRUBER RS7
LIBRARY
FRONT OF CAMPUS – PARKING LOT

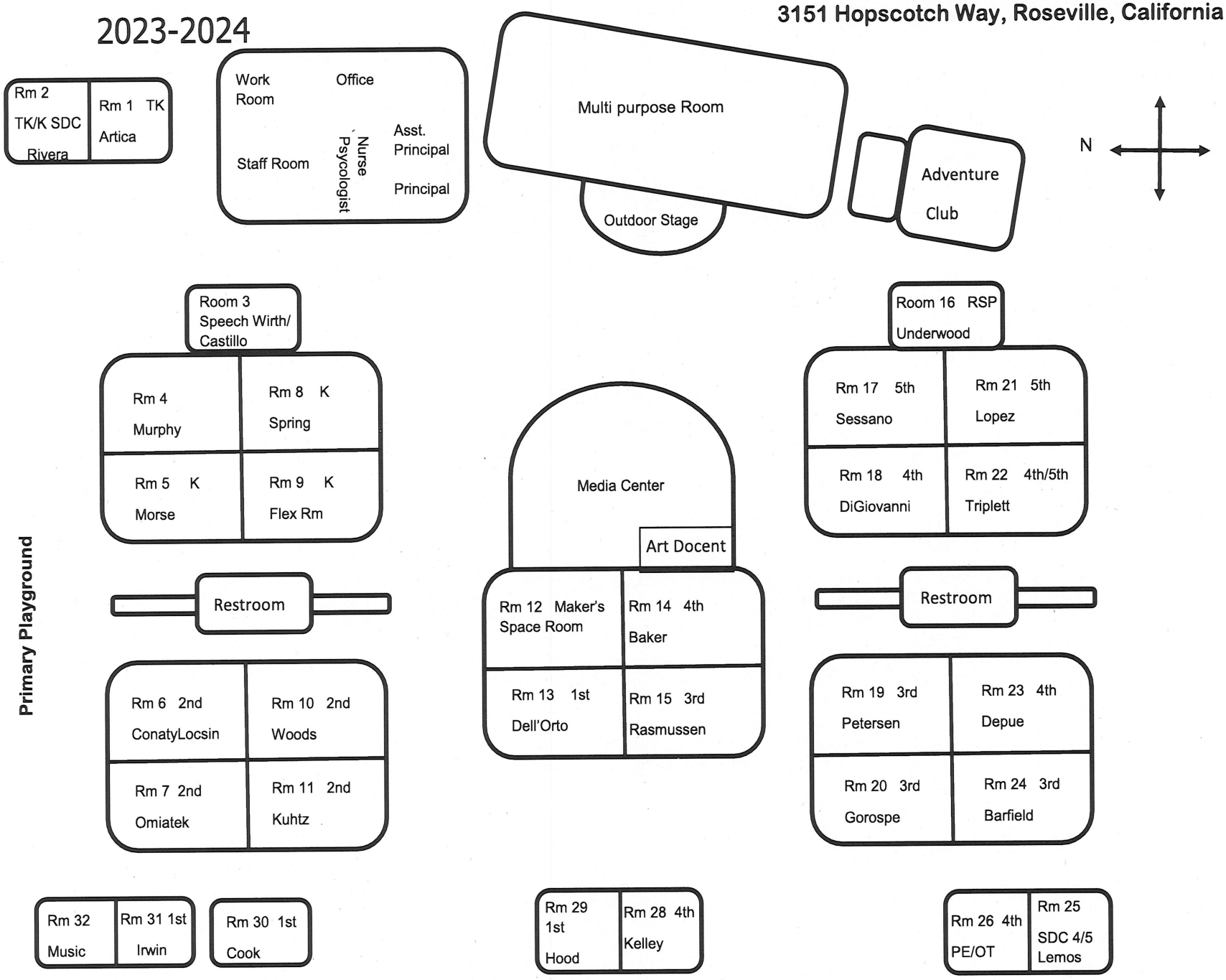

PLAYGROUND
PLAYGROUND EQUIPMENT
SOUTH
Kick Ball Area
MPR
Cust Storage
PE Shed
PE & PTC
Picnic Tables
18 Klingensmith 5th
16 Welker 4th
14 Ladas 4th
Restroom Boys
Restroom Girls
WING B
17 Martinez 5th
15 Meeting room
13 Arkley 1st
Speech Buyar
10 Storage
9 OT/PT
8 Huey TOSA
EAST
WEST
Adventure Club
PTC
Rest room
Rest room
24 Stubbs 3rd
25 Knepshield 2nd
23 McMahon 2nd
Media Center WING C
19 Milne 2nd
22 Bartell 3rd
Art
21 Gonge 3rd
20 Conference Rm
27a Nurse/ Storage
27 Larson RSP
26 Estep Music
Bike Racks
Restrooms
PSY CH
Nursing
Girls
Boys
6 Murphy 1st
4 Silo 1st
K-2 Melvin KN
WING A
K-1 Merritt KN
Staff Lounge
5 Earnest TK
3 Ancheta KN
Workroom
Office
Kindergarten Playground
NORTH
Parking Lot

6/9/2023

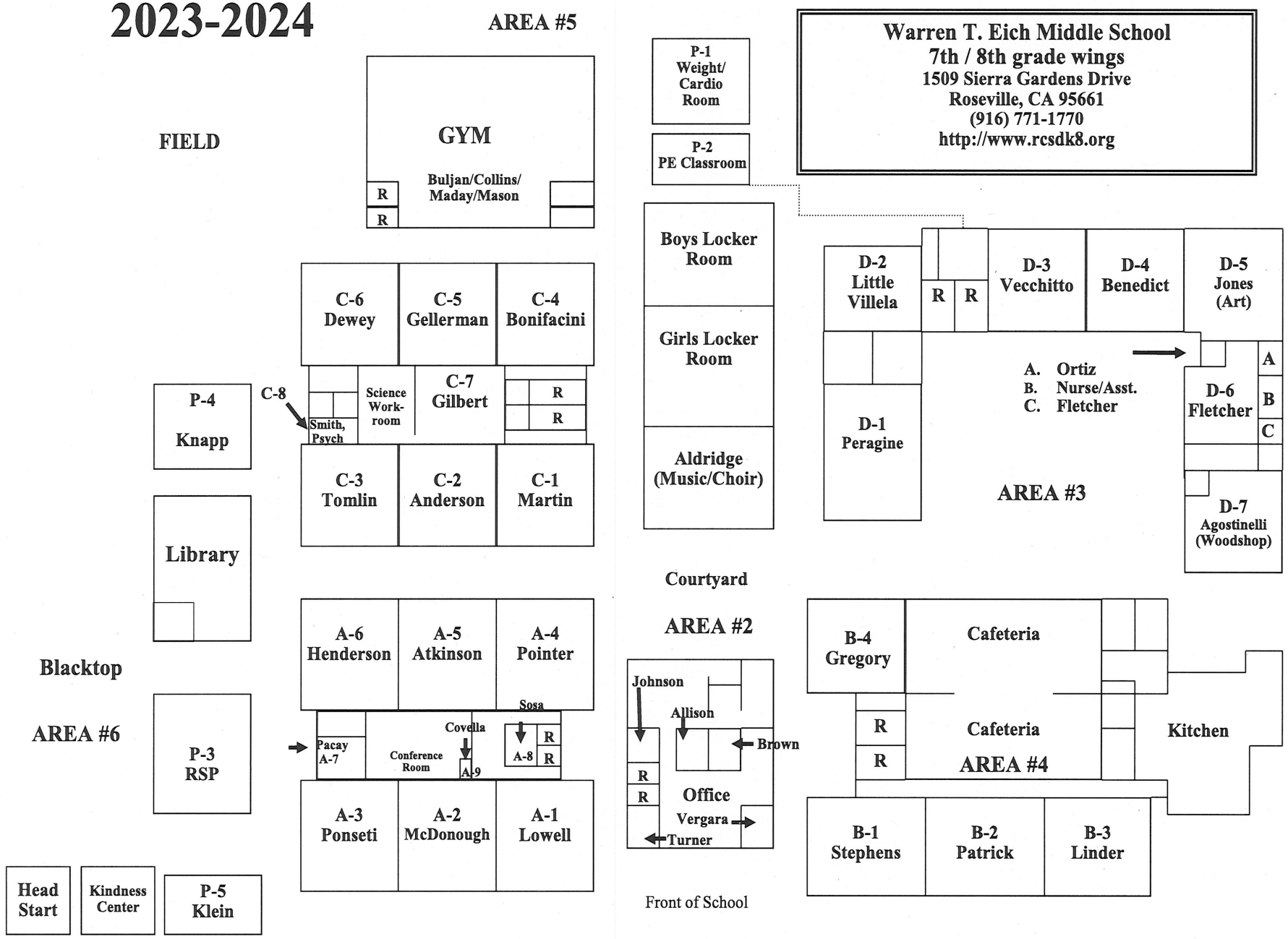
Diamond Creek Elementary

2023-2024

Diamond Creek Elementary Evacuation Routes
3151 Hopscotch Way, Roseville, California



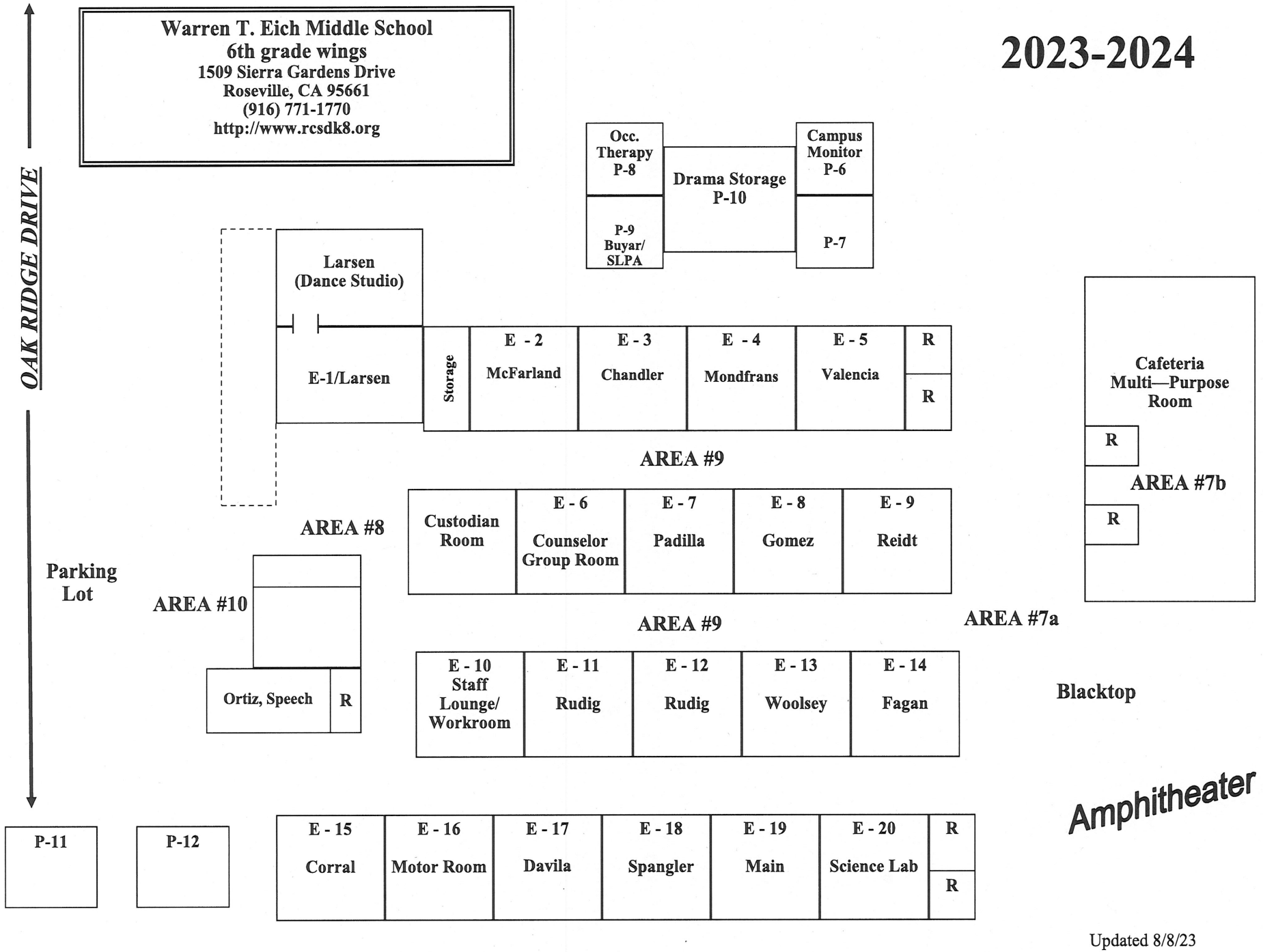
2023-2024



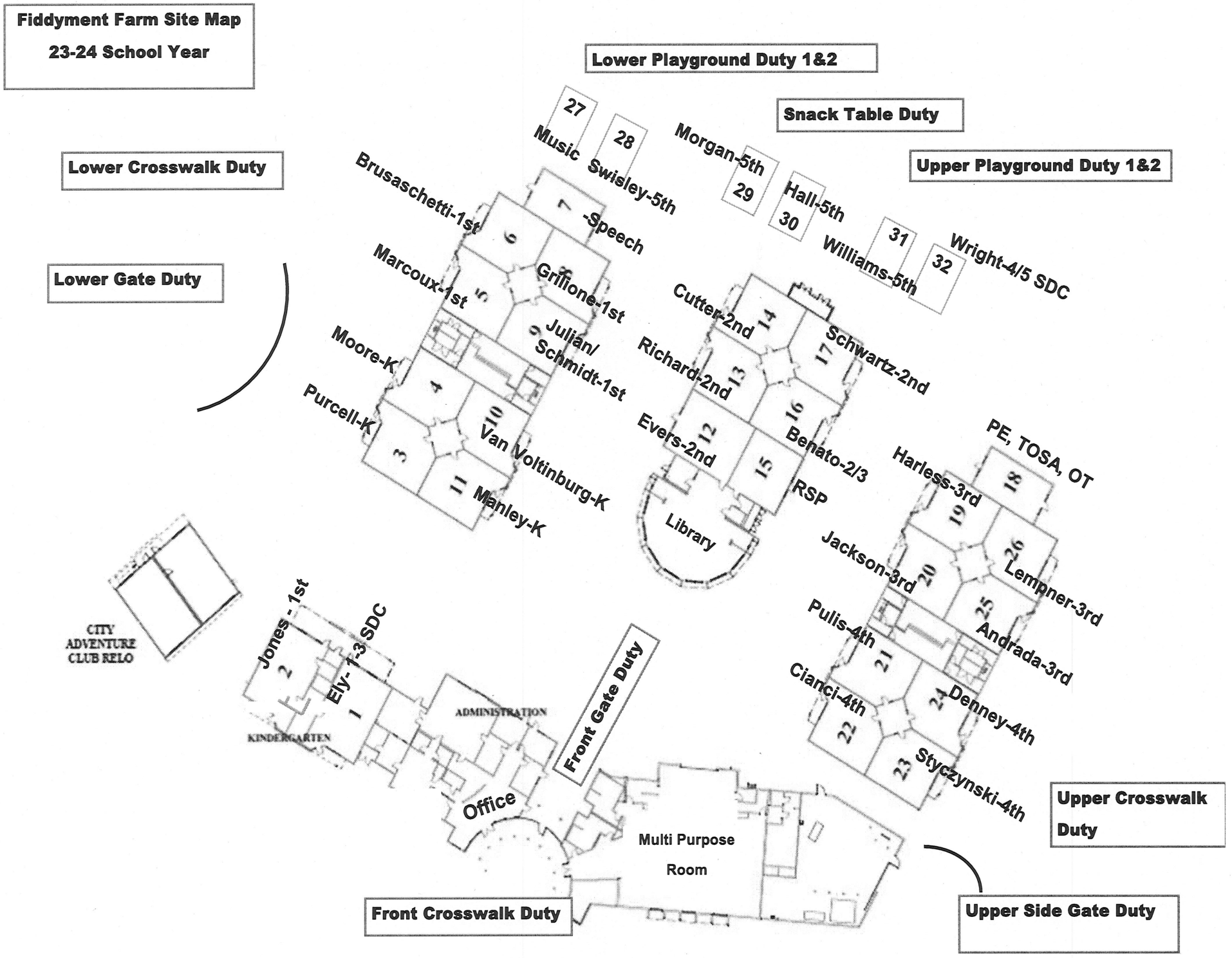
Updated 8/8/23

Warren T. Eich Middle School
6th grade wings
1509 Sierra Gardens Drive
Roseville, CA 95661
(916) 771-1770
http://www.rcsdk8.org

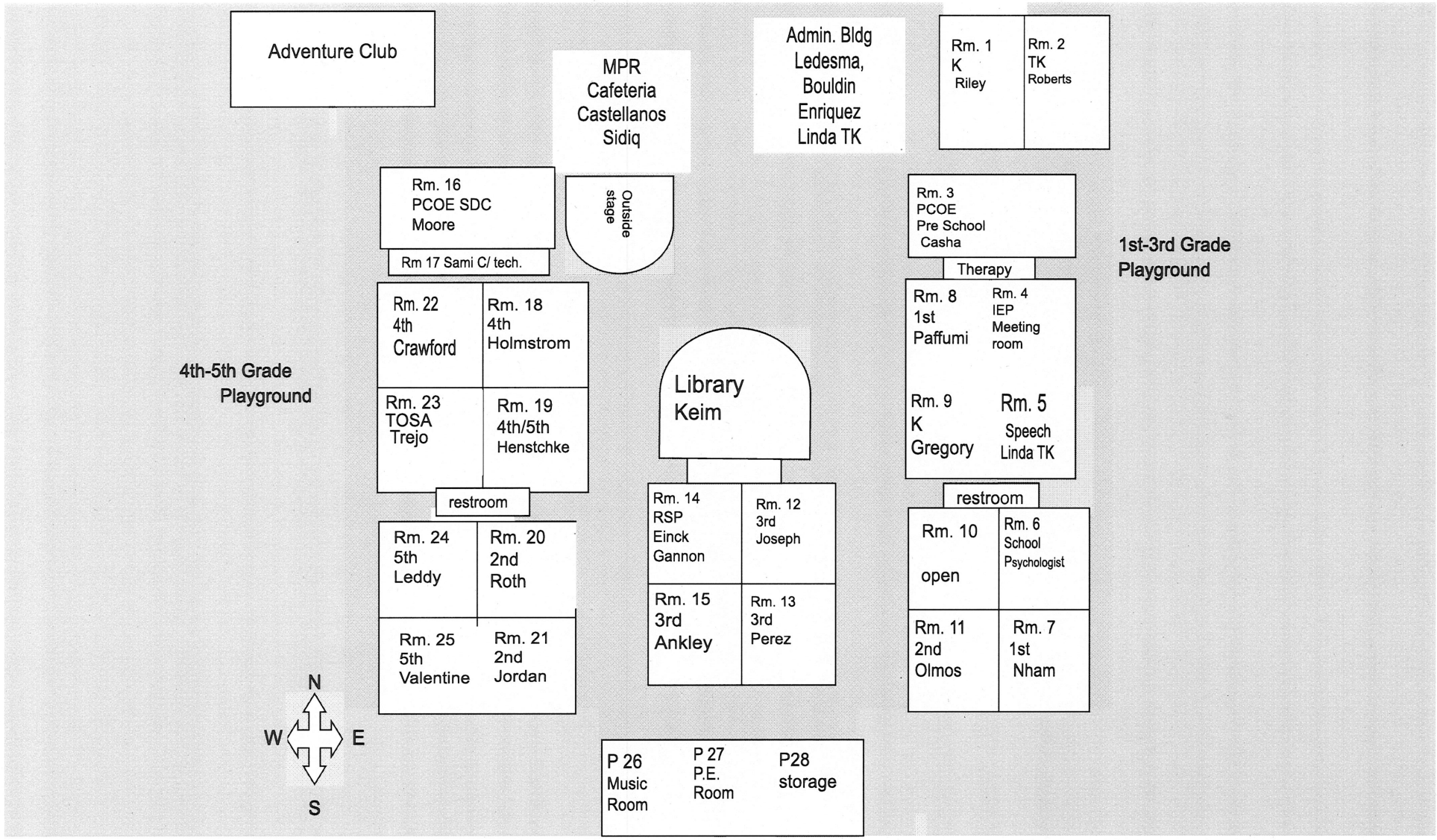
2023-2024



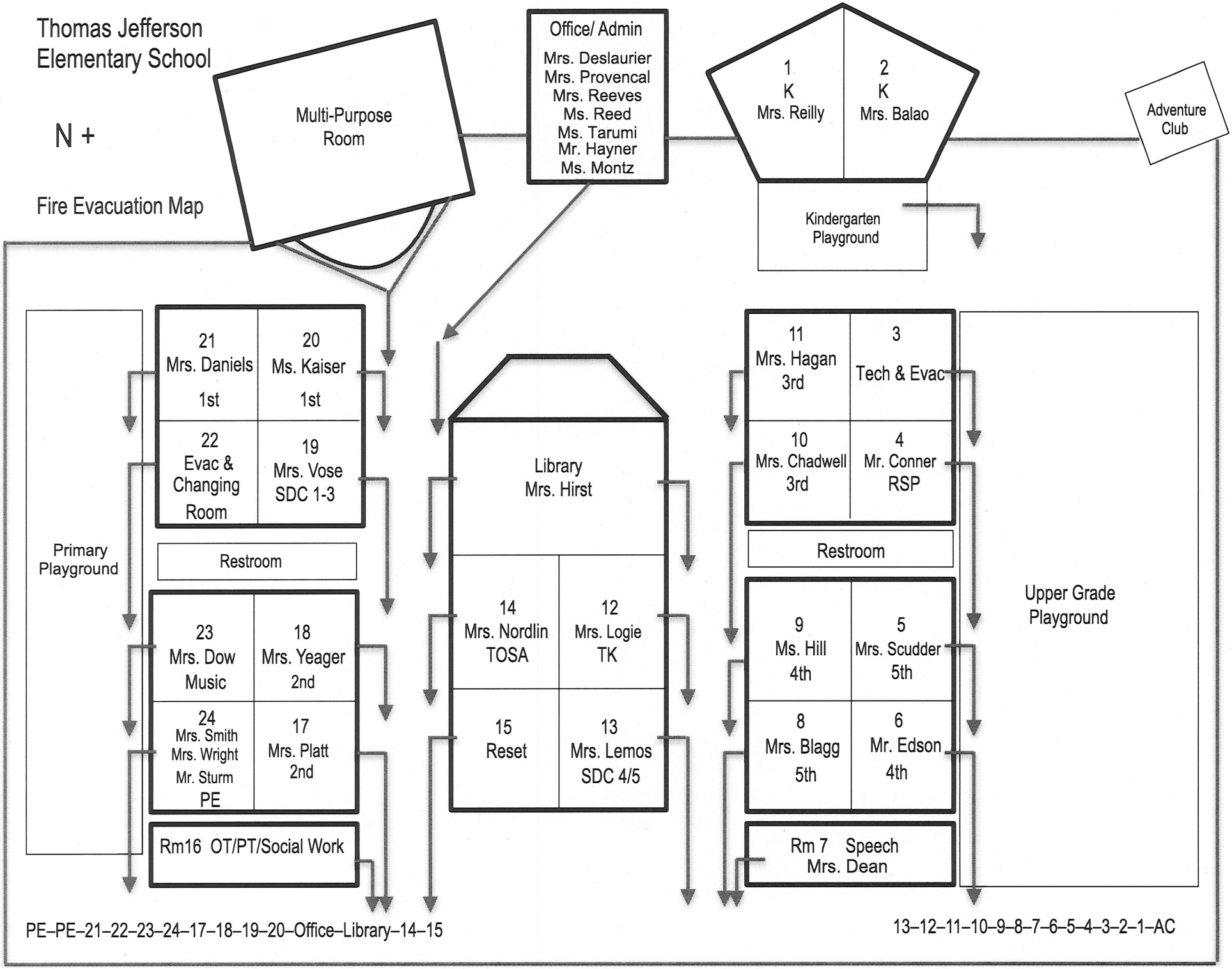
Updated 8/8/23


Fiddyment Farm Site Map
23-24 School Year
Lower Playground Duty 1&2
Snack Table Duty
Upper Playground Duty 1&2
Lower Crosswalk Duty
Lower Gate Duty
Upper Crosswalk Duty
Upper Side Gate Duty
Front Crosswalk Duty
Front Gate Duty
Music
Swisley-5th
Morgan-5th
Hall-5th
Williams-5th
Wright-4/5 SDC
Brusaschetti-1st
-Speech
Marcoux-1st
Grifione-1st
Julian/
Schmidt-1st
Moore-K
Purcell-K
Van Voltinburg-K
Manley-K
Cutter-2nd
Schwartz-2nd
Richard-2nd
Evers-2nd
Benato-2/3
RSP
Library
PE, TOSA, OT
Harless-3rd
Jackson-3rd
Lempner-3rd
Andrada-3rd
Pulis-4th
Denney-4th
Cianci-4th
Styczynski-4th
CITY
ADVENTURE
CLUB RELO
Jones - 1st
Ely- 1-3 SDC
KINDERGARTEN
ADMINISTRATION
Office
Multi Purpose
Room

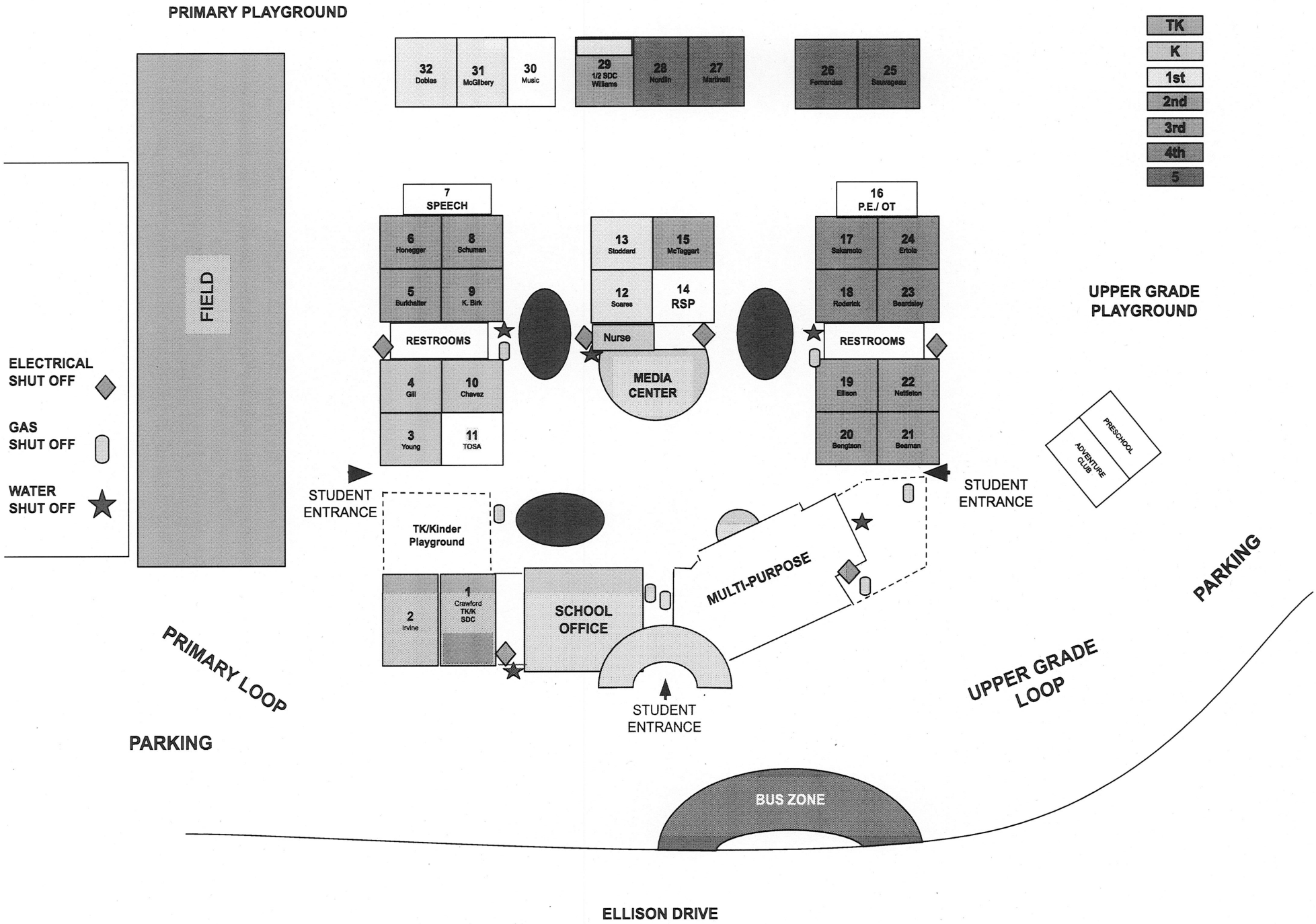
CATHERYN GATES SCHOOL 1051 Trehowell Drive Roseville CA 95678 916-771-1780



7/31/2023

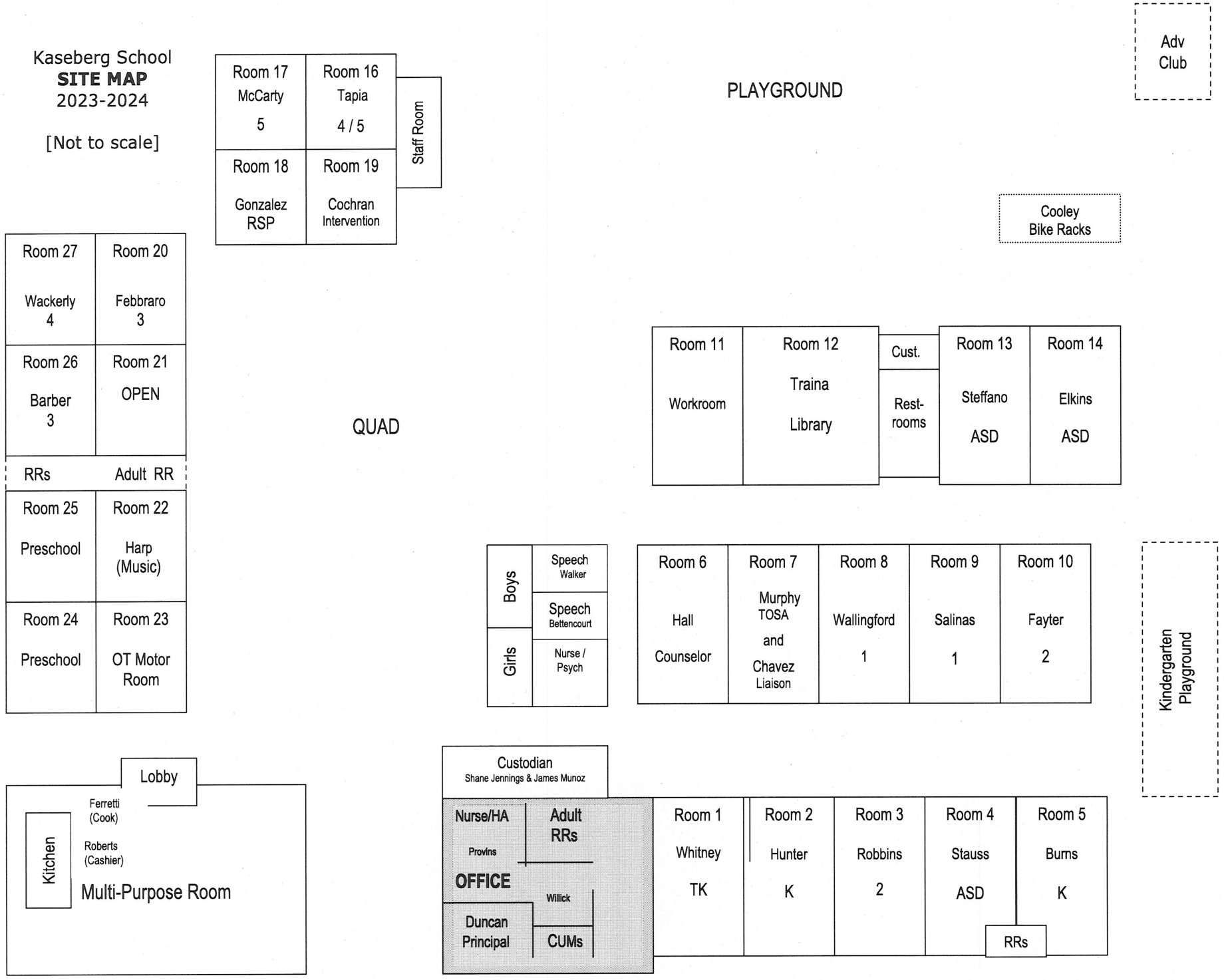

Thomas Jefferson
Elementary School
N +
Fire Evacuation Map
Multi-Purpose Room
Office/ Admin
Mrs. Deslaurier
Mrs. Provencal
Mrs. Reeves
Ms. Reed
Ms. Tarumi
Mr. Hayner
Ms. Montz
1
K
Mrs. Reilly
2
K
Mrs. Balao
Adventure Club
Kindergarten Playground
21
Mrs. Daniels
1st
20
Ms. Kaiser
1st
22
Evac & Changing Room
19
Mrs. Vose
SDC 1-3
Primary Playground
Restroom
23
Mrs. Dow
Music
18
Mrs. Yeager
2nd
24
Mrs. Smith
Mrs. Wright
Mr. Sturm
PE
17
Mrs. Platt
2nd
Rm16 OT/PT/Social Work
Library
Mrs. Hirst
14
Mrs. Nordlin
TOSA
12
Mrs. Logie
TK
15
Reset
13
Mrs. Lemos
SDC 4/5
11
Mrs. Hagan
3rd
3
Tech & Evac
10
Mrs. Chadwell
3rd
4
Mr. Conner
RSP
Restroom
9
Ms. Hill
4th
5
Mrs. Scudder
5th
8
Mrs. Blagg
5th
6
Mr. Edson
4th
Rm 7 Speech
Mrs. Dean
Upper Grade Playground
PE–PE–21–22–23–24–17–18–19–20–Office–Library–14–15
13–12–11–10–9–8–7–6–5–4–3–2–1–AC

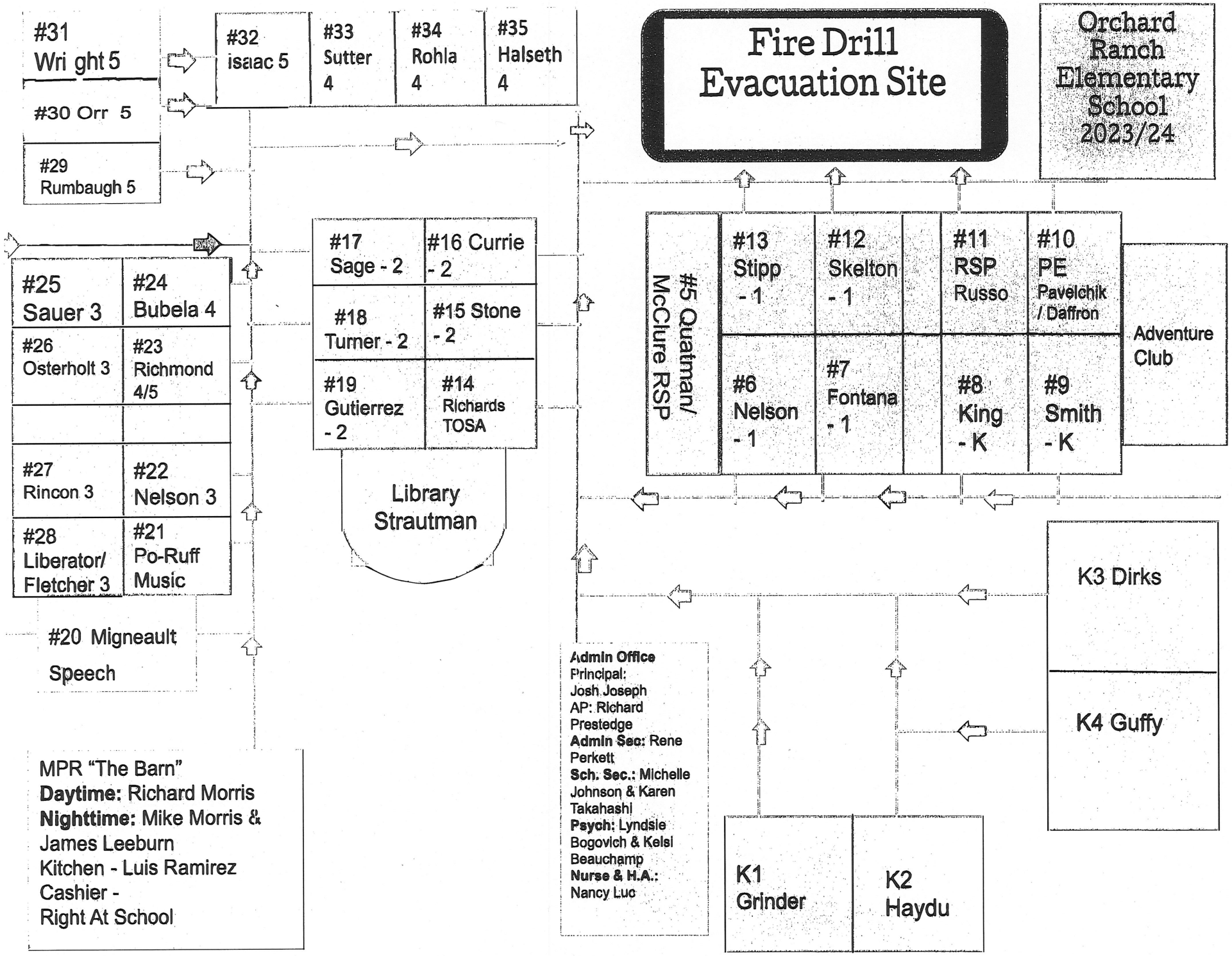
Junction Elementary School

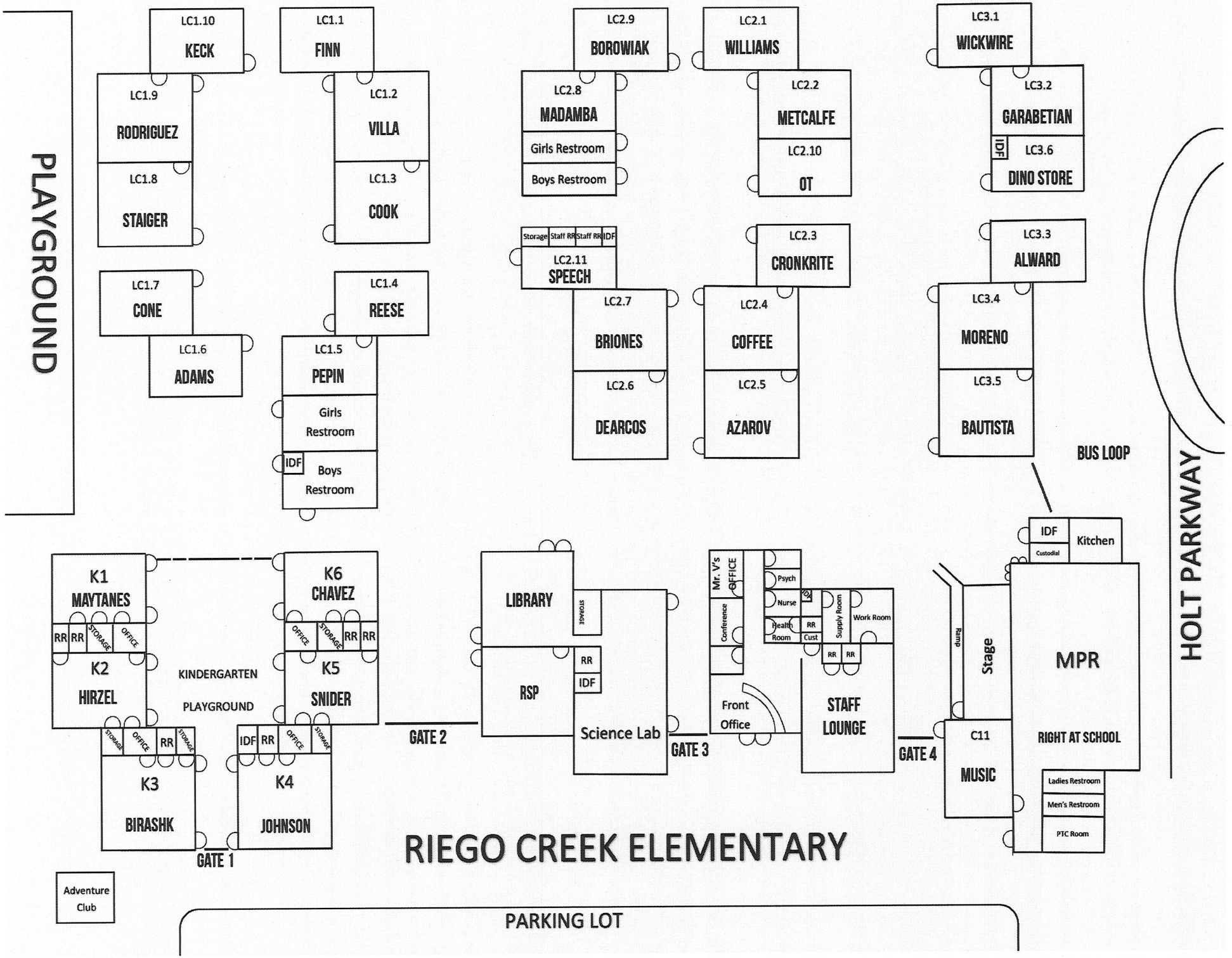


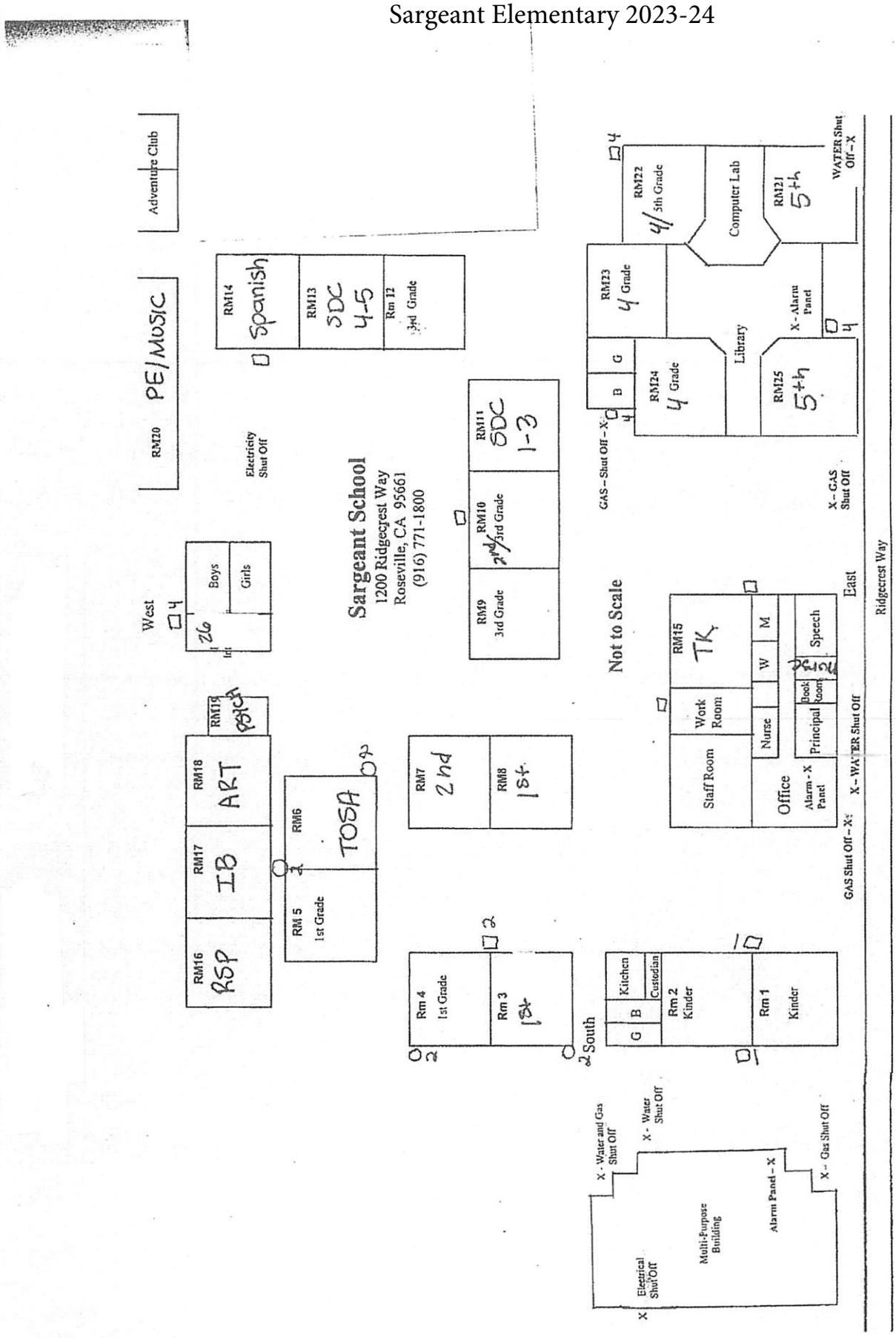
Kaseberg School
SITE MAP
2023-2024

[Not to scale]

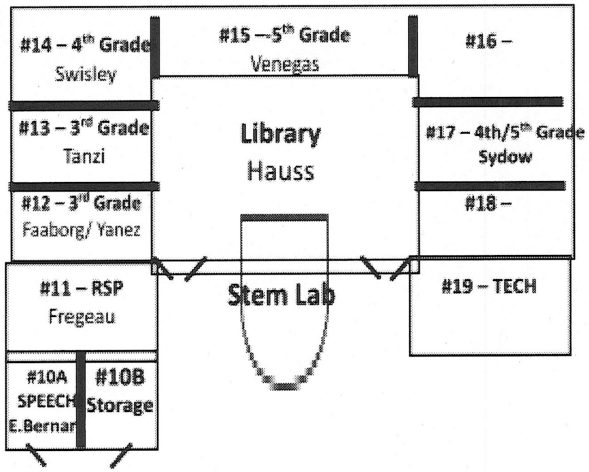


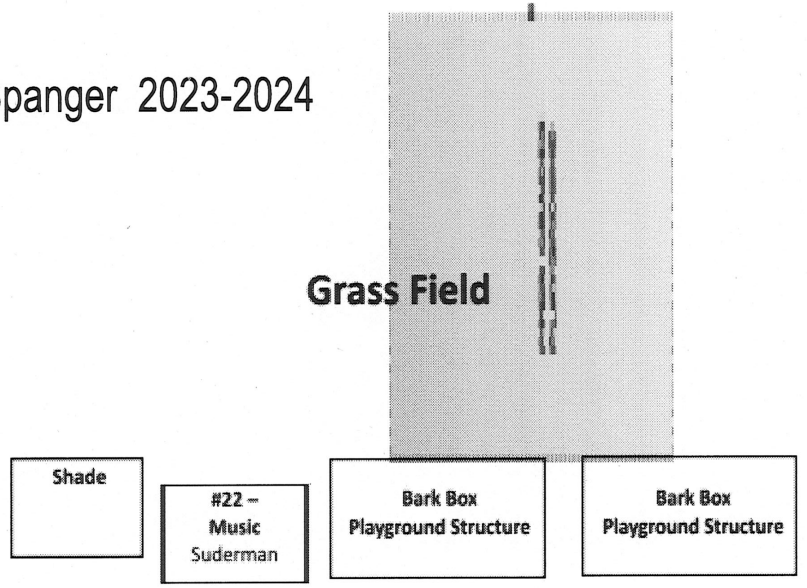

#31 Wri ght 5
#32 isaiac 5
#33 Sutter 4
#34 Rohla 4
#35 Halseth 4
#30 Orr 5
#29 Rumbaugh 5
Fire Drill Evacuation Site
Orchard Ranch Elementary School 2023/24
#25 Sauer 3
#24 Bubela 4
#26 Osterholt 3
#23 Richmond 4/5
#27 Rincon 3
#22 Nelson 3
#28 Liberator/ Fletcher 3
#21 Po-Ruff Music
#17 Sage - 2
#16 Currie - 2
#18 Turner - 2
#15 Stone - 2
#19 Gutierrez - 2
#14 Richards TOSA
Library Strautman
#5 Quatman/ McClure RSP
#13 Stipp - 1
#12 Skelton - 1
#11 RSP Russo
#10 PE Pavelchik / Daffron
#6 Nelson - 1
#7 Fontana - 1
#8 King - K
#9 Smith - K
Adventure Club
#20 Migneault Speech
Admin Office
Principal: Josh Joseph
AP: Richard Prestedge
Admin Sec: Rene Perkett
Sch. Sec.: Michelle Johnson & Karen Takahashi
Psych: Lyndsie Bogovich & Kelsi Beauchamp
Nurse & H.A.: Nancy Luc
K3 Dirks
K4 Guffy
K1 Grinder
K2 Haydu
MPR "The Barn"
Daytime: Richard Morris
Nighttime: Mike Morris & James Leeburn
Kitchen - Luis Ramirez
Cashier -
Right At School

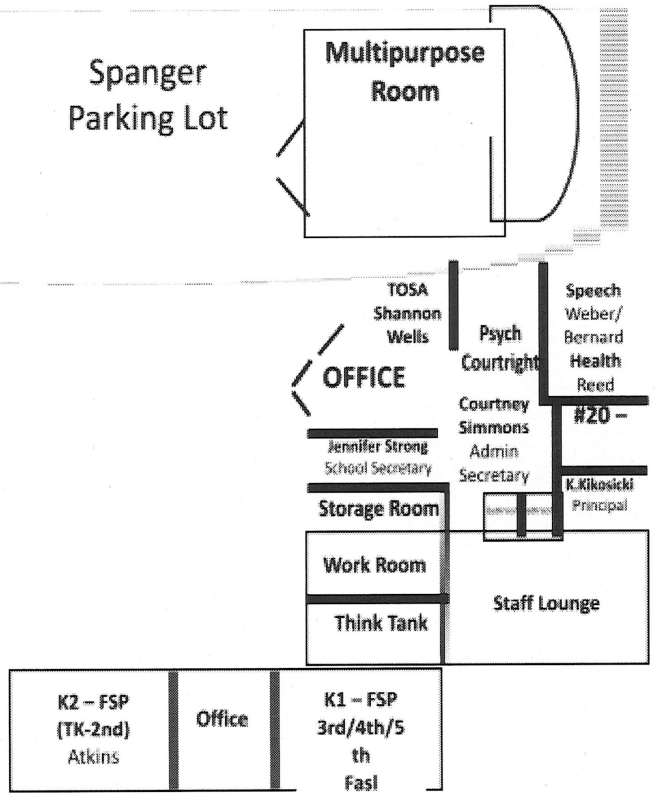

PLAYGROUND
LC1.10
KECK
LC1.1
FINN
LC1.9
RODRIGUEZ
LC1.2
VILLA
LC1.8
STAIGER
LC1.3
COOK
LC1.7
CONE
LC1.4
REESE
LC1.6
ADAMS
LC1.5
PEPIN
Girls Restroom
IDF
Boys Restroom
LC2.9
BOROWIAK
LC2.1
WILLIAMS
LC2.8
MADAMBA
Girls Restroom
Boys Restroom
LC2.2
METCALFE
LC2.10
OT
LC3.1
WICKWIRE
LC3.2
GARABETIAN
IDF
LC3.6
DINO STORE
Storage
Staff RR
Staff RR
IDF
LC2.11
SPEECH
LC2.3
CRONKRITE
LC3.3
ALWARD
LC2.7
BRIONES
LC2.4
COFFEE
LC3.4
MORENO
LC2.6
DEARCOS
LC2.5
AZAROV
LC3.5
BAUTISTA
BUS LOOP
HOLT PARKWAY
K1
MAYTANES
RR
RR
STORAGE
OFFICE
K2
HIRZEL
K6
CHAVEZ
OFFICE
STORAGE
RR
RR
K5
SNIDER
KINDERGARTEN
PLAYGROUND
STORAGE
OFFICE
RR
STORAGE
K3
BIRASHK
IDF
RR
OFFICE
STORAGE
K4
JOHNSON
GATE 1
LIBRARY
STORAGE
RSP
RR
IDF
Science Lab
GATE 2
GATE 3
Mr. V's
OFFICE
Conference
Psych
Nurse
Health Room
RR
Cust
Supply Room
Work Room
RR
RR
Front Office
STAFF LOUNGE
GATE 4
IDF
Custodial
Kitchen
Ramp
Stage
MPR
C11
MUSIC
RIGHT AT SCHOOL
Ladies Restroom
Men's Restroom
PTC Room
RIEGO CREEK ELEMENTARY
Adventure Club
PARKING LOT

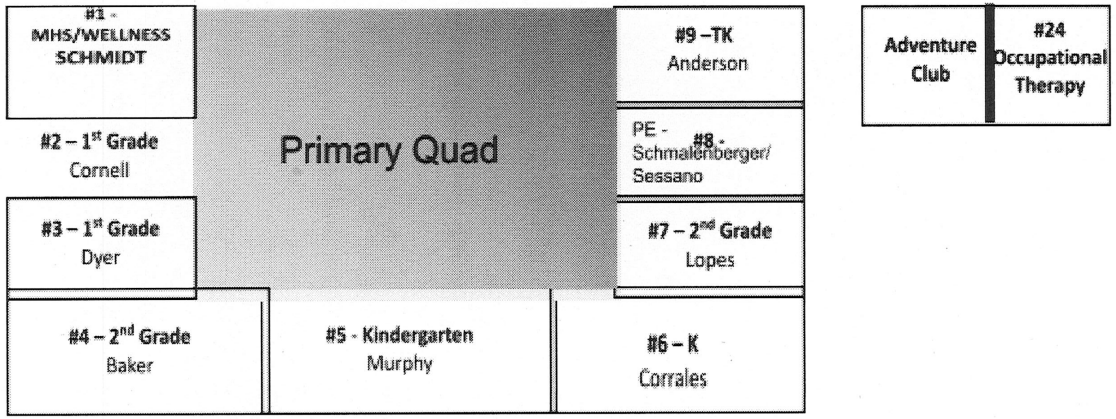

Sargeant School
1200 Ridgecrest Way
Roseville, CA 95661
(916) 771-1800
Not to Scale
West
East
South
Ridgecrest Way
Adventure Club
RM20 PE/Music
RM14 Spanish
RM13 SDC 4-5
Rm 12 3rd Grade
RM11 SDC 1-3
RM10 2nd/3rd Grade
RM9 3rd Grade
RM19 Patio
RM18 ART
RM17 IB
RM16 RSP
RM6 TOSA
RM 5 1st Grade
RM7 2nd
RM8 1st
Rm 4 1st Grade
Rm 3 1st
Rm 2 Kinder
Rm 1 Kinder
G B Kitchen Custodian
RM15 TK
Staff Room
Work Room
Nurse
W M
Office
Alarm - X Panel
Principal
Book Room
Speech
RM23 4 Grade
RM22 4/5th Grade
RM24 4 Grade
RM25 5th
RM21 5th
Computer Lab
Library
X - Alarm Panel
Boys
Girls
Electricity Shut Off
GAS – Shut Off – X
X – GAS Shut Off
X – WATER Shut Off
WATER Shut Off – X
GAS Shut Off – X
X - Water and Gas Shut Off
X - Water Shut Off
X - Gas Shut Off
Alarm Panel - X
Multi-Purpose Building
Electrical Shut Off

Map of Spanger 2023-2024



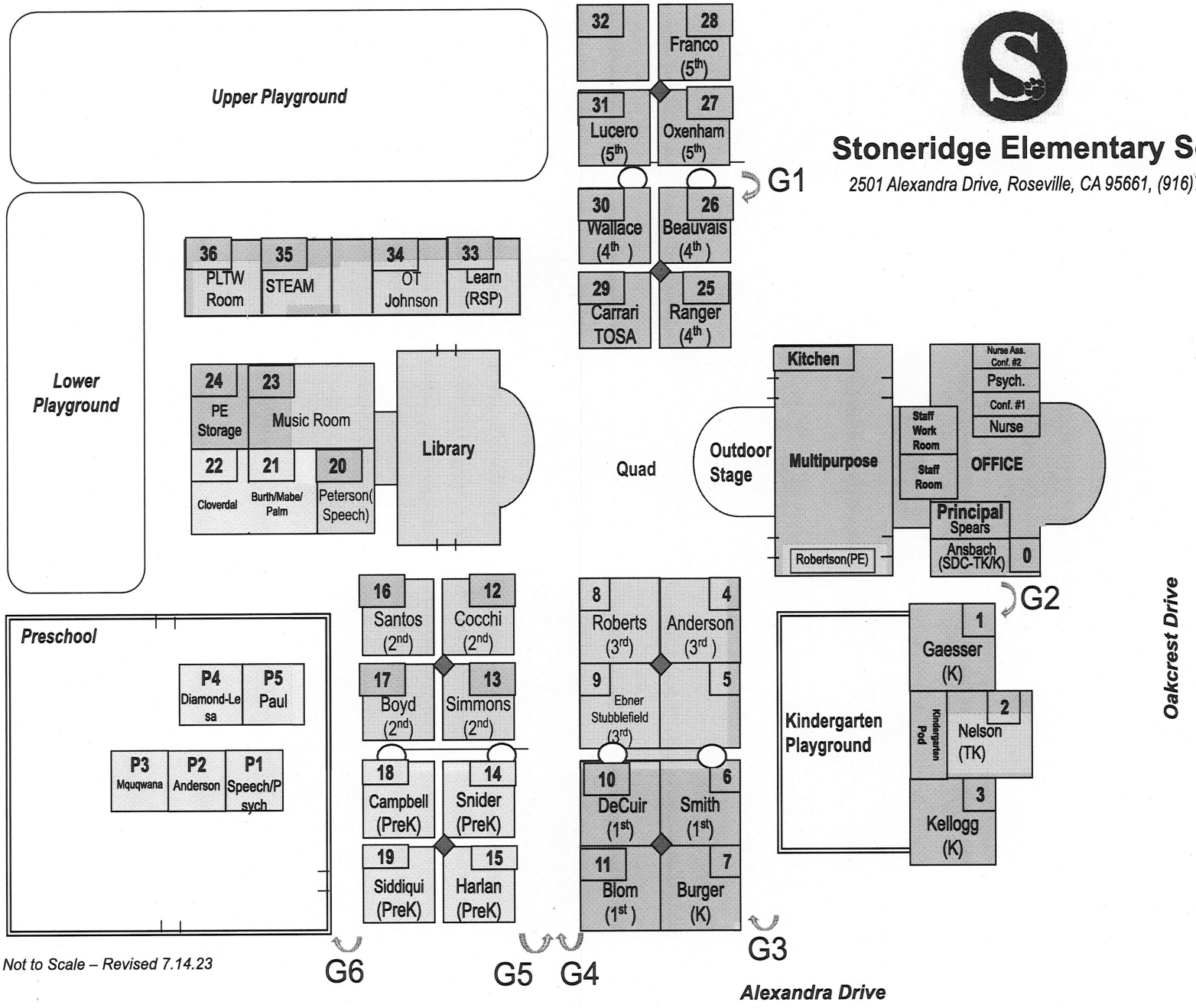




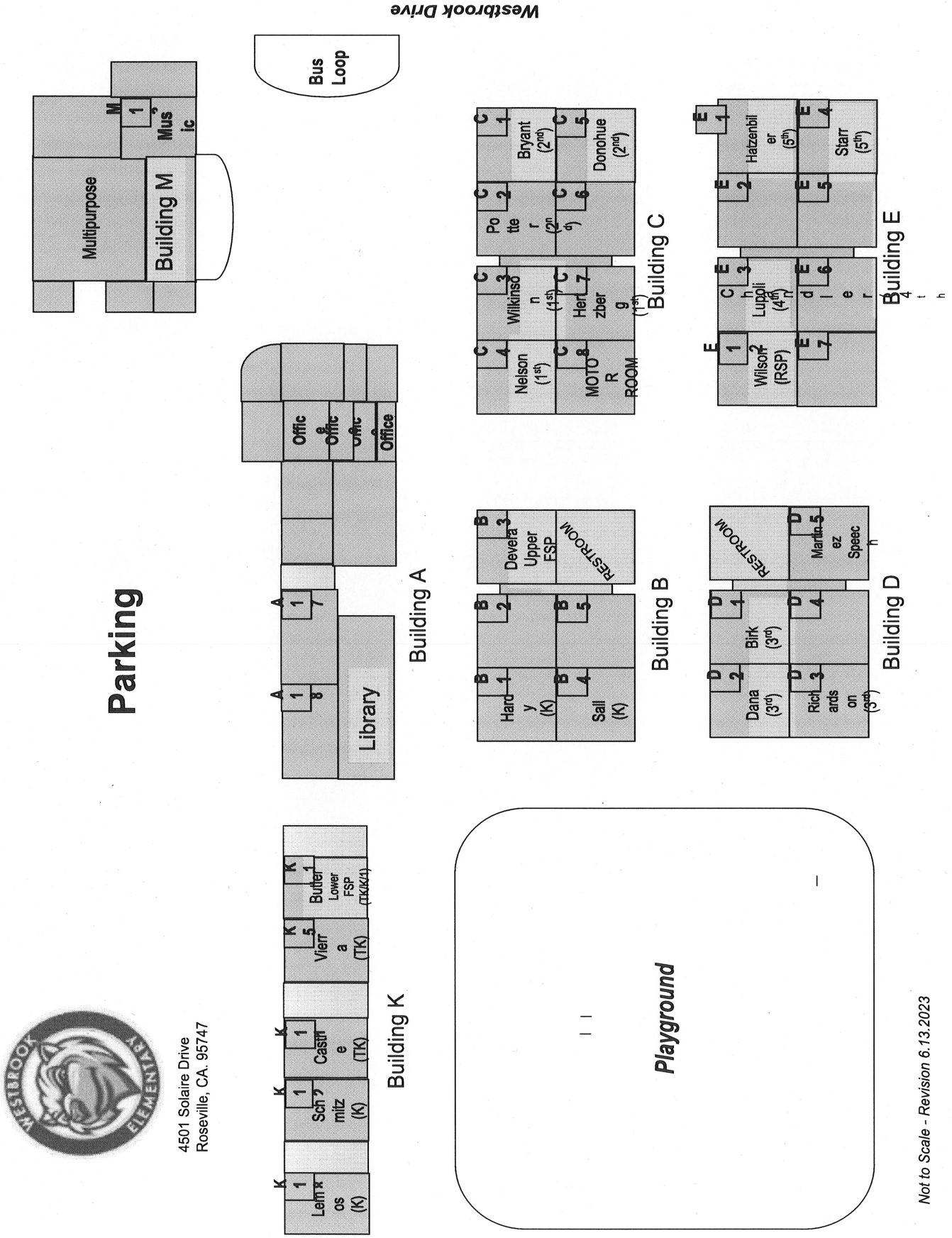


Stoneridge Elementary School

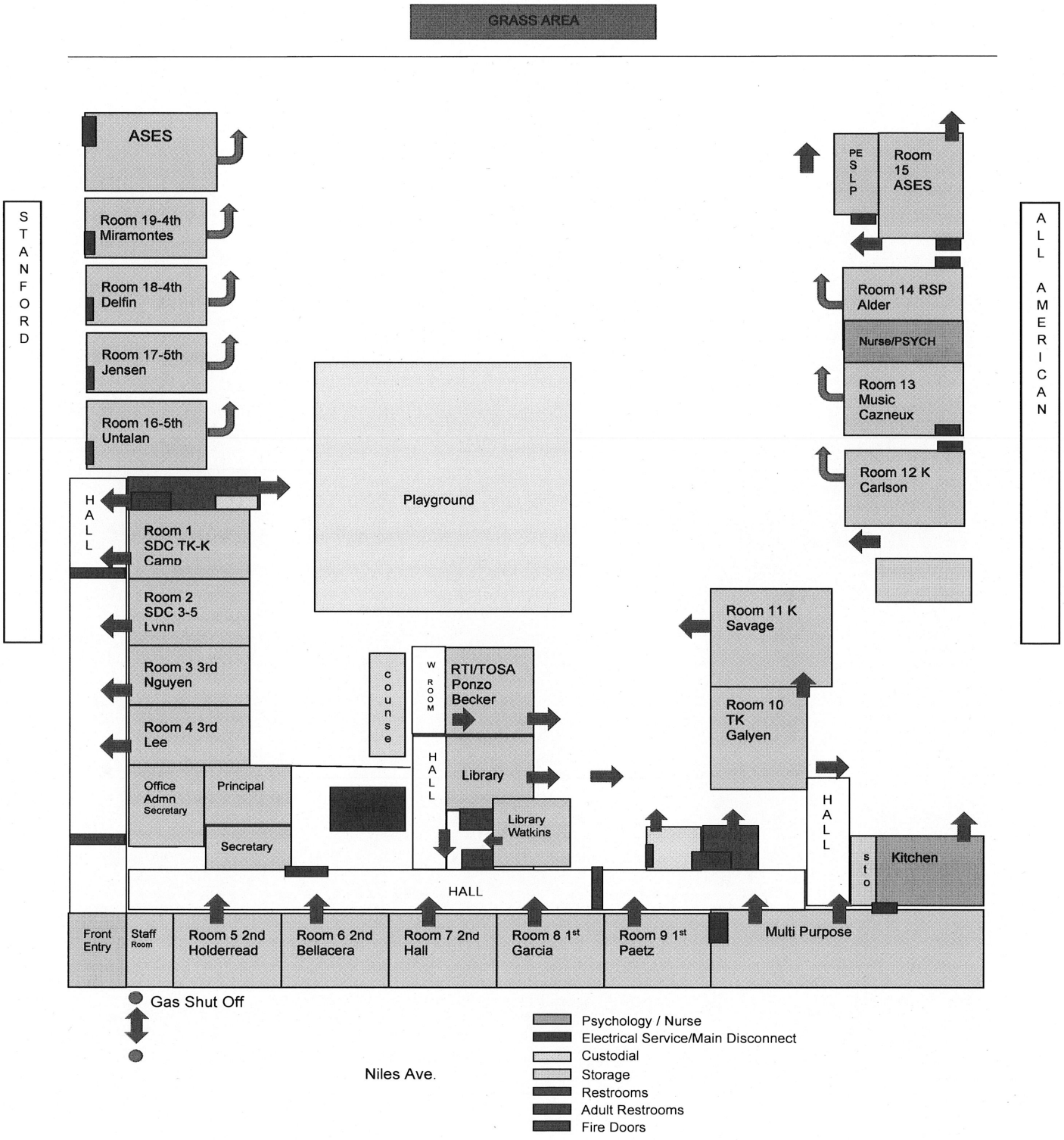
2501 Alexandra Drive, Roseville, CA 95661, (916)771-1830



Not to Scale – Revised 7.14.23


Westbrook Drive
Bus Loop
Multipurpose
Building M
Music
Parking
Solaire Drive
Office
Library
Building A
Nelson (1st)
MOTOR ROOM
Wilkinson (1st)
Herzberg (1st)
Potter (2nd)
Bryant (2nd)
Donohue (2nd)
Building C
Hardy (K)
Sall (K)
Devera Upper FSP
RESTROOM
Building B
Wilson (RSP)
Lupoli (4th)
Hatzenbiler (5th)
Starr (5th)
Building E
Dana (3rd)
Richardson (3rd)
Birk (3rd)
RESTROOM
Martinez Speech
Building D
Lemos (K)
Schmitze (TK)
Castro (TK)
Vierra (TK)
Butler Lower FSP (TK/K/1)
Building K
Playground
4501 Solaire Drive
Roseville, CA. 95747
Not to Scale - Revision 6.13.2023

WOODBRIDGE SCHOOL
515 Niles Ave.
Fire, Water, Evacuation
2023-2024



RCSD SCHOOL SITE CLASSROOM & PORTABLE COUNTS		
SCHOOL	**CLASSROOMS**	**RELOCATABLES**
Blue Oaks	22	4
Brown	13	9
Buljan	29	12
Chilton	36	7
Cirby	22	6
Cooley	37	2
Crestmont	20	6
Diamond Creek	22	7
Eich 7th and 8th	25	5
Eich 6th	20	3
Fiddyment	24	6
Gates	24	3
Jefferson	22	0
Junction	22	8
Kaseberg	24	0
Orchard Ranch	26	7
Riego Creek	35	0
Sargeant	8	16
Spanger	15	9
Stoneridge	30	0
Woodbridge	11	8
Westbrook	34	0
Kaseberg Preschool	4	0
Stoneridge Preschool	4	5
Totals	**529**	**123**

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Roseville School District

Facilities Utilization Master Plan

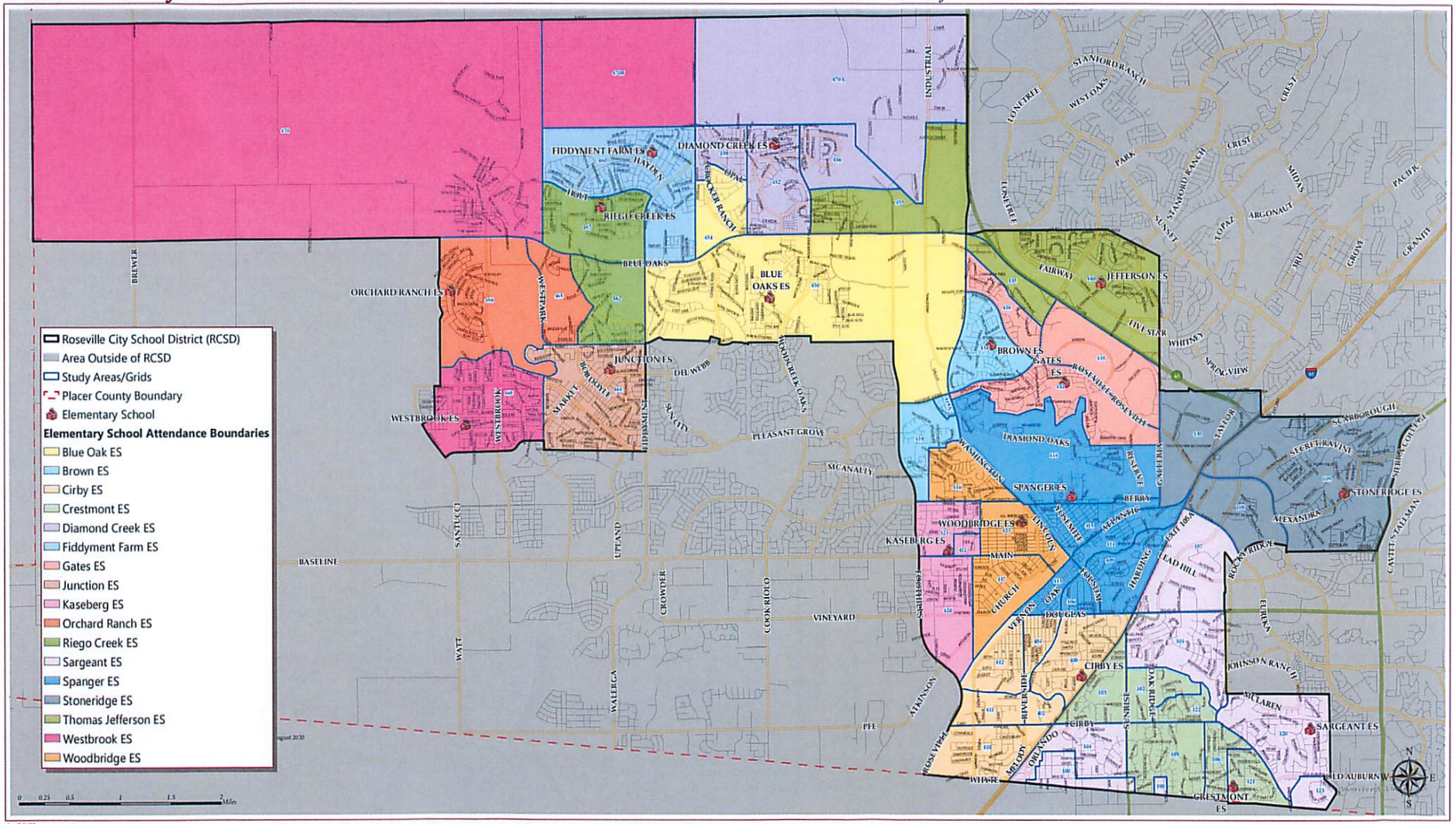
Appendix “E”

Updated Elementary School Boundaries 2023-24

Updated Middle School Boundaries 2023-24

Roseville City School District

Elementary School Attendance Boundaries SY 2023/2024

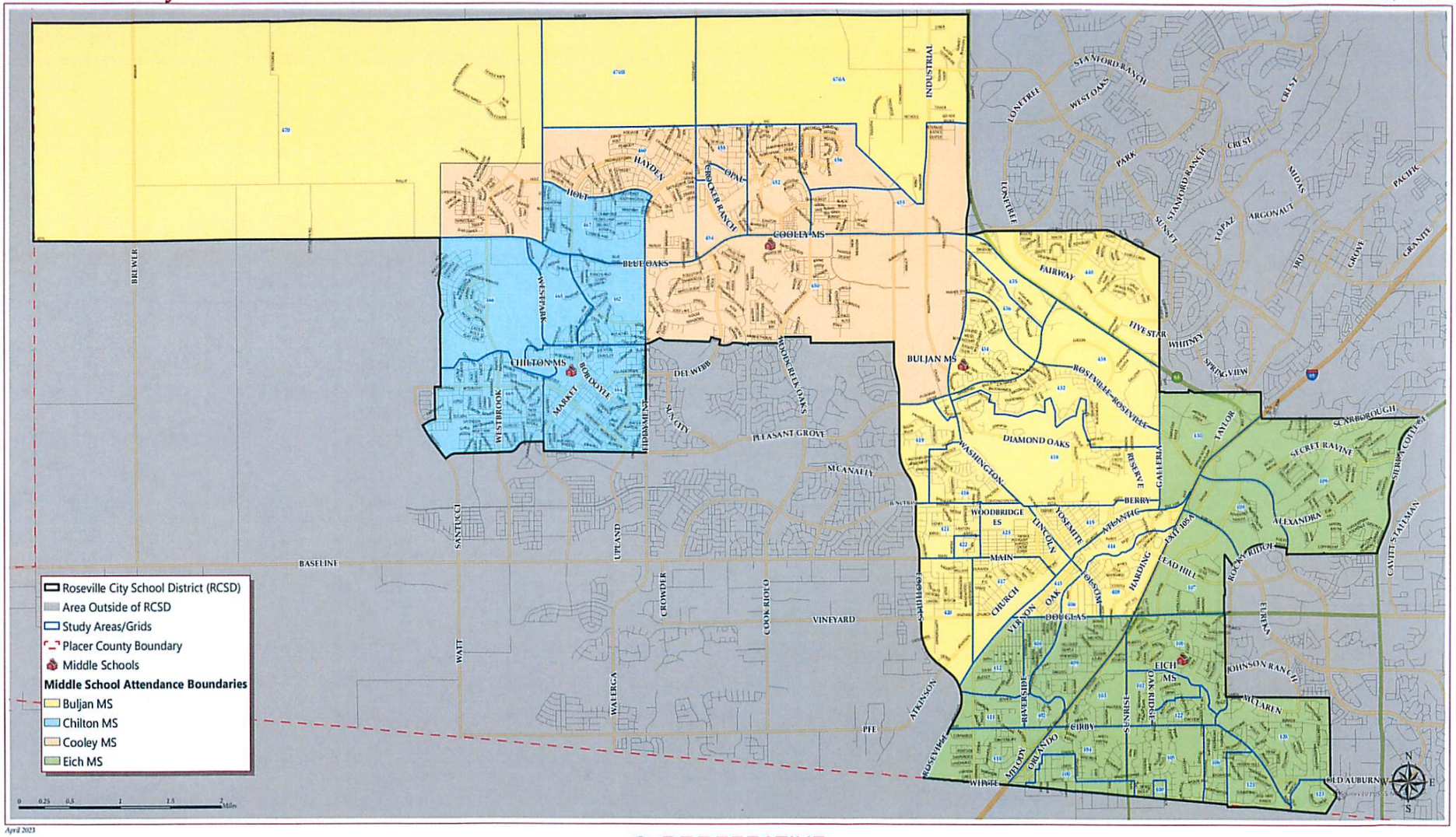


April 2023

COOPERATIVE STRATEGIES

Roseville City School District

Middle School Attendance Boundaries SY 2023/2024



COOPERATIVE STRATEGIES

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Roseville School District

Facilities Utilization Master Plan

Appendix “F”

Joint Use Agreement With City of Roseville

MASTER AGREEMENT FOR JOINT USE OF SCHOOL/PARK SITES

THIS AGREEMENT is made and entered into this 21st day of July, 2022, by and between the City of Roseville, a municipal corporation ("CITY"), and the Roseville City School District, a California public school district ("DISTRICT"); and

RECITALS

WHEREAS, Education Code Section 10900 et seq. authorizes the parties hereto to enter into agreements for the purposes of organizing, promoting, and conducting programs for city use and community recreation; and

WHEREAS, "CITY Use" is defined as use by CITY which is programmed and supervised by CITY including but not limited to youth sports programs, special interest classes, adult sports leagues, and special events; and

WHEREAS, "Community Recreation" is defined for purposes of this Agreement as unsupervised passive/informal recreation for members of the community; and

WHEREAS, "School Facilities" is defined herein as school property owned by the DISTRICT including buildings and their interior as well as exterior grounds, fields and athletic grounds; and

WHEREAS, "Youth Development Programs" is defined herein as Out-of-School-Time programs known as Adventure Club and ASES, as well as Preschool, providing supervised recreational opportunities for children ages three (3) to twelve (12), hosted and operated by CITY staff in CITY-owned facilities located on elementary or middle school campuses; and

WHEREAS, in exchange for financial contributions in specific locations as described herein, CITY obtained rights to use the interior spaces and/or multi-use and sport turf areas of School Facilities for City Use and Community Recreation; and

WHEREAS, in exchange for maintenance obligations, CITY also obtained rights to use DISTRICT's indoor gymnasiums and/or multi-purpose rooms and multi-use and sports turf areas of School Facilities for City Use and Youth Development Programs; and

WHEREAS, in exchange for the provision of Youth Development Programs serving DISTRICT students, DISTRICT hereby grants CITY permission to construct, own and operate buildings located on school campuses for the operation of its Youth Development Programs; and

WHEREAS, SCHOOL SITE as used in this Agreement refers to the specific school being used by CITY, and DISTRICT and SCHOOL SITE are considered the same entity with the same obligations noted as DISTRICT; and

WHEREAS, CITY's General Plan's Parks and Recreation Element and Public Facilities Element for schools encourage joint use in order to maximize public use of facilities for CITY and DISTRICT, to minimize duplication of services, to facilitate shared financial and operational responsibilities of facilities for both parties and the community; and

WHEREAS, the parties have a long history of cooperative agreements to share facilities for City Programming and Community Recreation and wish to continue this practice; and

WHEREAS, on September 6, 2017, the parties terminated any and all previous agreements for the provision of school/park space, excluding only the Agreement for the Joint Use of Approximately 1.7 Acres of the Sargeant School Site by the City of Roseville for Park and Community Recreation Purposes, dated February 19, 1992, attached hereto and incorporated herein as Exhibit A, and replaced them with this Agreement which details the parties' joint use

and maintenance of all school and park sites listed in Exhibit B-1 and depicted in the school facilities maps in Exhibit B-2, attached hereto and incorporated herein by reference;

NOW, THEREFORE, the parties agree as follows:

1. Term. This Agreement shall be valid and binding once fully executed and through June 30, 2027. The parties may mutually agree to extend the term of this Agreement or agree to a different term of Agreement in writing.

2. Termination of Prior Agreements. All prior joint use agreements, written or unwritten, included but not limited to those associated with all middle and elementary schools within DISTRICT, and including but not limited to the Agreement for Community Recreation Services Between the City of Roseville and the Roseville City School District, dated April 14, 1976, have been terminated and replaced with this Agreement, except for the Agreement for the Joint Use of Approximately 1.7 Acres of the Sargeant School Site by the City of Roseville for Park and Community Recreation Purposes, dated February 19, 1992 ("1992 Sargeant Agreement"), attached hereto and incorporated herein as Exhibit A.

a. While the 1992 Sargeant Agreement remains valid and in place, the parties intend that certain paragraphs contained in this Agreement will also apply to the 1992 Sargeant Agreement and that this Agreement shall be considered mutual written agreement to amend or modify that 1992 Sargeant Agreement. The following paragraphs of this Agreement shall apply to the 1992 Sargeant Agreement: paragraphs 3 through 8, including all subparagraphs contained therein.

b. If any provisions contained in the 1992 Sargeant Agreement conflict with any of the paragraphs of this Agreement, which the parties have specifically stated shall apply in

paragraph 2.a. above, then the language in this Agreement shall be considered as controlling and having modified the earlier inconsistent language.

3. CITY Use for all Roseville City Schools within DISTRICT (Existing and New).

a. School facilities. CITY shall have first priority for use of multi-purpose rooms, gymnasiums, kitchens (excluding equipment, i.e. warmers, ovens, dishwasher, etc.), multi-use/sports fields, outdoor recreation amenities and all school parking lots for City Use and Youth Development Program purposes during after-school hours, Monday through Friday, on weekends and holidays, and during summer vacation unless school is in session for summer school, provided that DISTRICT does not need these facilities for school-sponsored activities. Additionally, CITY may be granted use of classrooms on a case by case basis upon request to the District and upon approval by the District. Gymnasiums for CITY Use shall be limited to four (4) weeknights per week (Monday - Friday), and one (1) weekend day, according to a schedule agreed to by parties. Gymnasiums and multi-purpose rooms may be used for Youth Development Programs five (5) days per week (Monday-Friday), according to a schedule agreed to by parties. CITY shall assume responsibility for all injuries to persons and all costs related to theft, vandalism, and property damage caused by Youth Development Programs and City Use of school facilities

b. DISTRICT Preemption (Bumping Rights). DISTRICT shall provide CITY written notice of being bumped for planned school activities at least fourteen (14) calendar days prior to the effective date of use. When this occurs District will make reasonable efforts to provide an alternative facility if necessary to minimize the disruption to CITY's use.

c. CITY shall inform DISTRICT no less than fourteen (14) calendar days prior to planned usage of any reserved dates, times and facilities that will not be utilized.

d. Major planned repair work by DISTRICT such as floor resurfacing, etc., and/or other planned events that limit the availability of the SCHOOL SITE shall be coordinated preferably no less than six (6) months and, at minimum, 90-days in advance of on-site work or event. Coordination efforts shall include making alternative facilities available if necessary to minimize the disruption to CITY's use.

e. Indoor school facilities. CITY shall have first priority for CITY Use on evenings, weekends, holidays and vacation periods at a minimum of 5.0 consecutive hours per scheduled day, as early as 8:30 a.m. on non-school days, Saturdays and Sundays throughout the year, and between 5:45 and 10:45 p.m. on school days, to include setup and cleanup time. CITY shall have first priority for Youth Development programs Monday through Friday, from the conclusion of the school day until 6:00 p.m.

f. A schedule of dates for use of DISTRICT facilities will be arranged to avoid conflict between DISTRICT and CITY use. In scheduling such dates, Foothill Intermediate Schools Athletic League events and programs (which are school sponsored events) shall have first priority; use by CITY shall have second priority; and any other events by groups or agencies, such as, but not limited to boy/girl scouts, neighborhood associations, boosters, club sports, including but not limited to private sports leagues and travelling teams, etc., shall have third priority. Schedules shall be maintained for the use of school facilities by designated representatives of SCHOOL SITE and CITY.

g. SCHOOL SITE shall provide to CITY any and all facility alarm codes (where applicable) and security company contact information in case of false alarms. If alarm codes and security company contact information are provided, costs for false alarms triggered by CITY shall be the responsibility of CITY. Costs for false alarms triggered by SCHOOL SITE

staff after a program has ended, but during reserved CITY use periods shall be the responsibility of SCHOOL SITE.

h. SCHOOL SITE shall provide access to restrooms and storage for shared equipment during CITY scheduled use of indoor facilities and for Youth Development Programs. Locations shall be site specific and coordinated between the CITY and SCHOOL SITE Principal.

i. DISTRICT agrees that, during the period that CITY has use, control and benefit of said facilities, CITY may charge such admission and fees for the use of said facilities as CITY may from time to time determine. All monies so levied and collected by the CITY shall remain the property of the CITY. However, no event for which an admission price is charged shall be held pursuant to the Agreement except amateur athletic contests, demonstrations or exhibits, and other educational and non-commercial events. DISTRICT may levy an appropriate charge for the use of the facilities for commercial events.

4. Joint Use of Outdoor Recreation Facilities.

a. DISTRICT hereby grants to CITY the right to use for Community Recreation the school grounds, play equipment, hard courts and multi-use playfields which are presently operated by SCHOOL SITE, without cost, except as may be authorized herein, unless such use is in conflict with District programs or events.

b. Gates shall be locked during school hours. SCHOOL SITE shall unlock gates at schools adjacent to CITY parks for Community Recreation and access after school to sunset during the week. CITY shall unlock gates at schools adjacent to CITY parks at sunrise and lock gates at sunset on weekends, holidays and school vacation periods.

c. CITY assumes responsibility for all injuries to persons and all costs related to theft, vandalism, and property damage at SCHOOL SITE caused as a result of unsupervised

Community Recreation use. DISTRICT reserves the right to close a school facility for Community Recreation due to ongoing vandalism, property damage, and/or theft caused by Community Recreation with thirty (30) days' notice to CITY.

d. DISTRICT agrees to seek input from CITY on fencing design prior to installation of fencing at any SCHOOL SITE. No fencing may be installed on CITY property without prior written consent of CITY.

e. CITY grants to DISTRICT the right to use adjacent park property for activities occurring on the turf, physical education classes, athletic events, outdoor education and other similar activities ("School Use") unless such use is in conflict with scheduled CITY programs or events.

f. DISTRICT assumes responsibility for all injuries to persons and all costs related to theft, vandalism, and property damage to park site cause as a result of School Use.

5. Supervision. All activities sponsored by DISTRICT shall be supervised and conducted by DISTRICT and all CITY sponsored activities shall be supervised and conducted by CITY. DISTRICT and CITY shall be responsible, respectively, for said areas during the period of their respective sponsorship, and each will bear the cost of all necessary expendable equipment, supervising and teaching personnel needed during said period.

6. Utilities, Maintenance and Repair.

a. DISTRICT shall provide and allow use by CITY of such utility services as are required to place such facilities in operation for CITY Use including water, electricity, gas, sanitary sewer, storm drain, etc. CITY shall reimburse DISTRICT for its fair share of gas and electricity for CITY Use as determined by the following formula:

i. The CITY's share of total campus operational time for CITY Use (as a percentage) multiplied by the CITY's share of total campus square footage for CITY Use (as a percentage) multiplied by SCHOOL SITE's total monthly utility bill will equal the monthly cost to CITY.

ii. "Operational time" is determined by dividing the number of hours of CITY Use for the month by the number of school days per month multiplied by twelve (12) hours plus any additional weekend, holiday and evening use by CITY.

iii. "CITY's share of total campus square footage" is determined by dividing the total square footage used by CITY by the total square footage of SCHOOL SITE.

iv. For use of a multipurpose room the CITY's share of total campus square footage shall be multiplied by a factor of two.

v. For use of a gym the CITY's share of total campus square footage shall be multiplied by a factor of three.

b. DISTRICT shall bill CITY quarterly for gas and electricity costs resulting from CITY Use.

c. DISTRICT shall pay monthly utility charges such as electric services, water and sewer for Youth Development Program buildings located on each SCHOOL SITE. CITY shall pay for telephone and data services.

d. CITY shall pay all costs associated with connecting future Youth Development Program buildings to utilities including, but not limited to, electric service, sewer, water, fire water, data and telephone.

e. CITY shall be responsible for all costs of custodial services, maintenance, repairs and improvements at Youth Development Program buildings and shall provide

DISTRICT at least 72 hours advance notice of any repairs or improvements, unless deemed an emergency.

f. CITY agrees to comply with all requirements of the Education Code in the use of such facilities under this Agreement, and CITY further agrees to abide by the written rules and regulations established by the Board of Education of DISTRICT of such use.

g. The use of such facilities by CITY, as set for the above, shall not at any time interfere with the regular conduct of school activities nor shall such use be inconsistent with the use of such facilities for school purposes.

h. DISTRICT shall provide all custodial services for such indoor facilities of any area used by the CITY. CITY shall continue to pay DISTRICT $6,000 annually toward the increased custodial time to maintain the additional square footage of the gymnasium that CITY'S financial contribution built at Chilton Middle School. Any custodial costs incurred by the DISTRICT as a result of CITY use in excess of ordinary costs necessary to maintain said facilities in a neat and safe condition as shall be billed directly to CITY.

i. DISTRICT shall maintain and repair all facilities constructed on school property in a neat and safe condition. DISTRICT shall perform regular and reasonable inspections and caretaking necessary to maintain such neat and safe condition required of all such facilities.

j. CITY shall do all necessary maintenance, caretaking and repair of park amenities used for school purposes to maintain the parks in a neat and safe condition for the uses described in this Agreement.

k. CITY shall mow at least one time per week year-round, fertilize at least two times per year and aerate once per year the designated turfed fields on school property used

for City Use and Community Recreation purposes, as shown on Exhibit B-1. Service levels for multi-use and sports turf shall be consistent with established CITY standards for neighborhood parks.

l. CITY and DISTRICT shall use reasonable caution in the use of shared facilities. CITY and DISTRICT shall clean property used by the other and shall report any defects in any such facilities within a reasonable time after the discovery thereof. Once reported to the other, liability for damage, harm or injury to any person or property arising from such defect shall remain with the owner of such facility to the extent allowed by law. In such case, the property owner shall defend, indemnify and hold harmless the other from any claim or action arising therefrom.

m. Each party shall be responsible to the other for any and all damages to shared facilities which are proven to be a proximate result of its use. This is to include CITY Use and Community Recreation.

n. Each party shall be responsible for cleaning shared facilities necessitated by its use. This shall include CITY Use and Community Recreation

o. Minor repair and/or replacement of irrigation systems as necessary shall be performed at Buljan Middle School by CITY as needed at CITY expense. If major repairs or replacement of irrigation systems are necessary, the CITY and DISTRICT will meet and negotiate a fair share cost splitting.

p. Repair and/or replacement of the multi-use and sports field or amenities that are a part of the multi-use field (i.e., the back stop) on park property and shared by SCHOOL SITE for physical education classes, recess or other shall be performed by CITY. Repairs or replacement of amenities needed to ensure public safety or usability shall be discussed and

negotiated for a fair share cost between the DISTRICT and CITY in advance of making repairs or improvements.

q. All improvements constructed, erected or installed on said school grounds or play fields by CITY, no matter how affixed or attached to the land, shall be and at all times remain the property of the CITY with the right of removal at any time. In the event of such removal, said school grounds or play field shall be left in at least as good a condition as existed prior to the construction of said improvements. Prior to such removal, DISTRICT shall have the right to purchase such improvements at a price mutually agreed upon. In the event of disagreement, an average price set by two independent appraisers will be used. CITY shall not have the right to remove any lawns, trees, shrubs or sprinkler systems installed on school grounds or play fields.

r. School Facilities. DISTRICT shall be responsible for maintaining, at its sole expense, all school buildings, hard court areas, parking lots and landscape areas, including lawn around school buildings. Repairs or replacement of amenities needed to ensure public safety or usability shall be discussed and negotiated for a fair share cost between the DISTRICT and CITY in advance of making repairs or improvements. (Basketball hoops, scoreboards, winch motors, etc.)

7. Indemnification. Each party shall defend, indemnify and save and hold harmless from liability the other party, its officers, agents, representatives, employees, or volunteers while acting as such from all damages, claims, losses or expenses which any of them shall become obligated to pay by reason of any liability imposed by law because of damage to property or injury or death of any person received or suffered by reason of operation by each party of its own program or activity upon the other's property, save and except such matters which arise from

either party's sole active negligence. The parties intend that this provision shall be broadly construed. The defense and indemnification obligations set forth herein shall survive the termination of this Agreement.

8. Annual Meeting. The CITY and DISTRICT shall meet annually in March in order to review and discuss the Master Agreement Joint Use of School/Park Sites.

9. Termination. This Agreement shall continue in full force and effect until June 30, 2027, unless the Agreement is terminated or extended as provided herein.

a. Early Termination. This Agreement may be terminated at any time by mutual agreement by the parties in writing.

b. Termination for Cause. Either party may terminate this Agreement for cause defined as any material violation of the terms of this Agreement. Prior to such termination the party seeking to terminate the Agreement shall provide notice of intent to terminate in writing. Thereafter, the other party shall have thirty (30) days to cure the alleged violation. The parties shall meet and confer in good faith to attempt to resolve the dispute. Either party may invoke the dispute resolution clause below if resolution cannot be reached after notice of intent to terminate.

10. Dispute Resolution. In the event that either party disputes the meaning of the terms of this Agreement or believes the other party has violated the terms of this Agreement, both parties shall attempt to resolve the dispute in good faith through the following dispute resolution process:

a. Notice shall be given in writing to the other party that a dispute exists and that the party is triggering this dispute resolution process.

b. The parties will meet at a mutually agreeable time within fifteen (15) days of the notice to discuss the dispute and attempt to reach resolution.

c. If the parties cannot reach resolution on their own, they will retain the services of a mutually selected third party mediator and will mediate the dispute in good faith.

11. Successors in Interest. This Agreement shall be binding upon the heirs, successors, executors, administrators and assign of the respective parties hereto.

12. Notices. All notices or other communications required or permitted by this Agreement shall be in writing and shall be duly served and given when personally delivered or deposited in the United States mail in certified or registered form, postage prepaid, addressed as follows:

District:

Roseville City School District
Attn: District Superintendent
1050 Main Street
Roseville, CA 95678

City:

City of Roseville
Attn: Director of Parks Recreation & Libraries
316 Vernon Street
Roseville, CA 95678

Either party may amend its address for notice by giving notice to the other party in writing.

13. Attorney's Fees. Either party may institute legal action to cure, correct or remedy any default, to enforce any covenant or agreement herein, or to enjoin any threatened or attempted violation after completing the dispute resolution procedure. If either party commences any legal action against the other party arising out of this Agreement or the performance thereof,

the prevailing party in such action shall be entitled to recover its reasonable litigation expenses, including but not limited to, court costs, expert witness fees, discovery expenses, and attorneys' fees.

14. Venue. Any action arising out of this Agreement shall be brought in Placer County, California, regardless of where else venue may lie. This Agreement shall be governed by and construed in accordance with the laws of the State of California.

15. Modification. This Agreement and each provision contained herein may be waived, amended, supplemented or eliminated only by mutual written agreement of the parties. Amendments to Exhibit B-1 and B-2 to add or remove school sites, parks or school facilities maps may be executed administratively without City Council and Board of Education approval.

16. Integration. The terms and provisions contained in this Agreement constitute the entire agreement of the parties and shall supersede all previous communications, representations or agreements, either verbal or written, between the parties hereto with respect to the subject matter hereof. It shall be read as a whole.

17. Counterparts. This Agreement may be executed in duplicate counterparts, each of which shall constitute an original, but both of which shall comprise a single agreement.

IN WITNESS WHEREOF, the City of Roseville, a municipal corporation, has authorized the execution of this Agreement in duplicate by its City Manager and attested to by its City Clerk under the authority of Resolution No. 22-282 adopted by the Council of the City of Roseville on the 20th day of JULY 2022, and DISTRICT has caused this Agreement to be executed.

[SIGNATURES ON FOLLOWING PAGE]

CITY OF ROSEVILLE, a
municipal corporation

BY: _____
DOMINICK CASEY
City Manager

ATTEST:

BY: _____
CARMEN AVALOS
City Clerk

APPROVED AS TO FORM:

BY: _____
MICHELLE SHEIDENBERGER
City Attorney

APPROVED AS TO SUBSTANCE:

BY: _____
JILL GELLER
Parks, Recreation & Libraries Director

ROSEVILLE CITY SCHOOL DISTRICT,
a California public school district

BY: _____
its: Derk Garcia, Superintendent

and

BY: _____
its: Amy Banks, Assoc. Supt., Business

The foregoing instrument is a correct copy of the original on file in the City Clerks Department.

ATTEST: _____
City Clerk of the City of Roseville, California

_____
DEPUTY CLERK

RESOLUTION NO. 22-282

APPROVING A MASTER AGREEMENT FOR JOINT USE OF SCHOOL/PARK SITES, BY AND BETWEEN THE CITY OF ROSEVILLE AND THE ROSEVILLE CITY SCHOOL DISTRICT, AND AUTHORIZING THE CITY MANAGER TO EXECUTE IT ON BEHALF OF THE CITY OF ROSEVILLE

WHEREAS, a Master Agreement for Joint Use of School/Park Sites, between the City of Roseville and the Roseville City School District, has been reviewed by the City Council; and

NOW, THEREFORE, BE IT RESOLVED by the Council of the City of Roseville that said agreement is hereby approved and that the City Manager is authorized to execute it on behalf of the City of Roseville.

PASSED AND ADOPTED by the Council of the City of Roseville this 20th day of July, 2022, by the following vote on roll call:

AYES COUNCILMEMBERS: Houdesheldt, Alvord, Roccucci, Mendonsa, Bernasconi

NOES COUNCILMEMBERS: None

ABSENT COUNCILMEMBERS: None

MAYOR

ATTEST:

City Clerk

The foregoing instrument is a correct copy of the original on file in the City Clerks Department.

ATTEST:
City Clerk of the City of Roseville, California

DEPUTY CLERK

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