FACILITIES MASTER PLAN UPDATE

ROCKLIN UNIFIED

1866

Educational Excellence

May 2024

Rocklin Unified School District

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District Facilities Planning

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BACKGROUND

Purpose of a Facilities Master Plan

School districts in California have a responsibility to provide a quality learning environment with safe and adequate school facilities. As schools age, a significant investment into the facility is required in order to preserve the asset and provide a suitable learning environment. A facilities master plan is a tool to identify the capital needs of school sites and other assets of a district and describe a plan for maintaining and improving the facilities.

The California Department of Education's publication, "Guide for the Development of a Long-Range Facilities Plan," defines a long-range facilities plan as a "compilation of information, policies, and statistical data about a district." A Facilities Master Plan, or simply a Master Plan, is organized to provide a continuous basis for planning educational facilities that will meet the needs of a changing community and provide alternatives in allocating facility resources to achieve the District's goals and objectives.

A Facilities Master Plan is essential in planning for changes to occur within a school district's boundaries over a 10 to 15 year period. A Master Plan is intended to be a flexible document that will be revisited and updated regularly to serve as the framework for the construction of facilities necessary to serve as an effective district.

This Facilities Master Plan is intended to guide strategic decision-making and operational planning. It is not intended as a funding plan or a commitment to allocate specific financial resources. Any financial projections or estimates included are for illustrative purposes only and subject to change based on budgetary considerations and other factors. It is designed to align facility investments with educational priorities and community needs.

This Facilities Master Plan

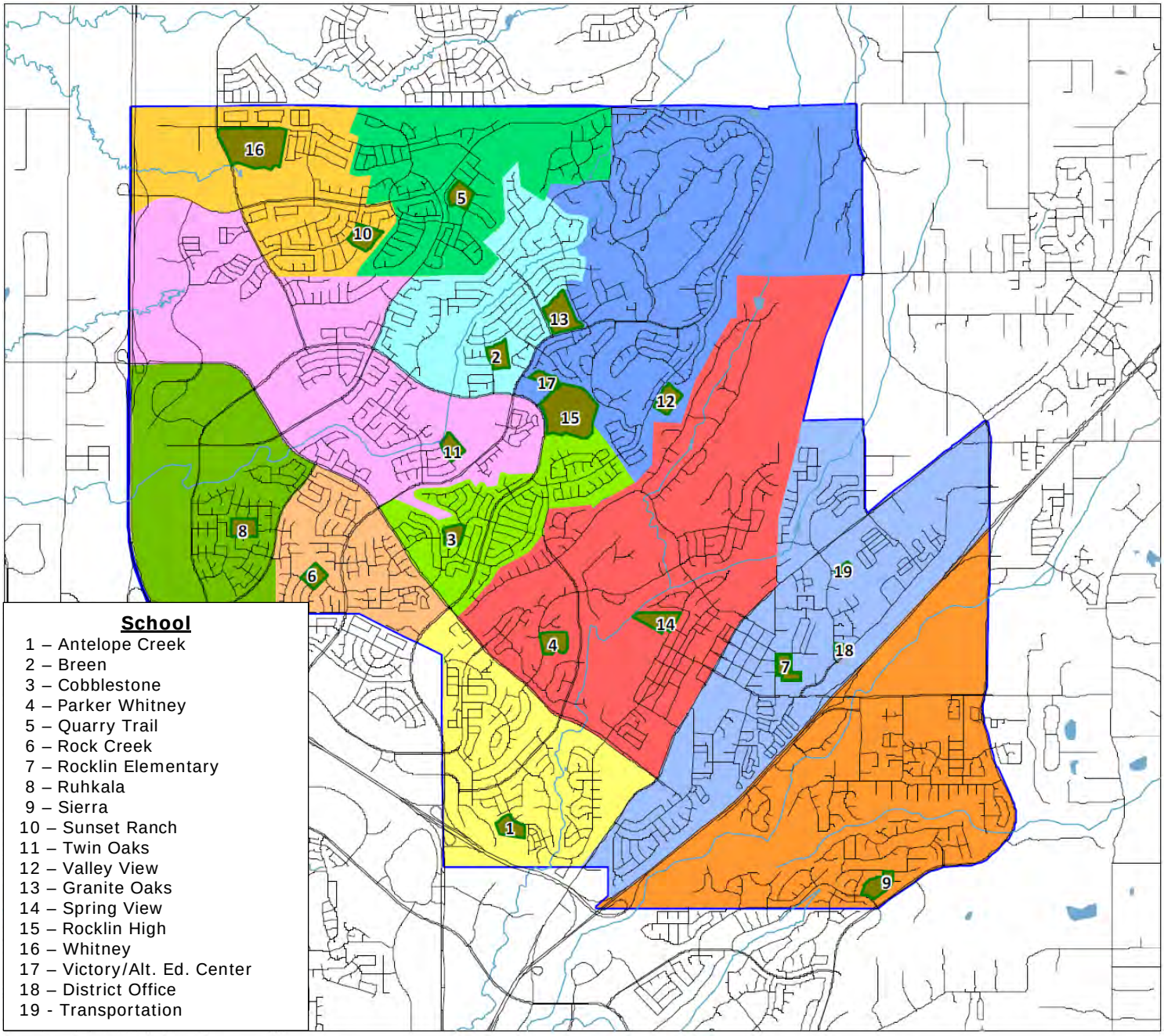
In the spring of 2017, the Rocklin Unified School District (the "District") embarked on a comprehensive process to evaluate the facilities needs at each school site, obtain school site input on capital needs, develop a methodology for allocating capital funds to desired projects, and identify potential capital funding sources. At that time, the facilities needs for each campus were identified through visual inspections of each school site completed by contracted facility experts and conversations with school administrators, maintenance, and custodial staff. The District further engaged Board members and school site educational partners to determine project needs and priorities. The results of these site assessments and input from the Board and school site partners was memorialized into a Facilities Master Plan that was adopted by the District's Board of Education in April of 2018.

It was the District's intent at that time to create a working document that is updated periodically as the needs, priorities, and funding options of the District change and evolve. This document is an update to the 2018 Facilities Master Plan and reflects updated data related to district demographics, a new site needs assessment, the impact from new development, and the potential funding sources that could be applied towards projects.

District Description

The District is located in the southwestern portion of Placer County and encompasses an area of approximately 19 square miles, including most of the incorporated area of the City of Rocklin, small portions of the Town of Loomis and City of Roseville, and adjacent unincorporated territory within the City of Rocklin's sphere of influence. The District was originally formed as an elementary district in 1866 and became a unified district in 1986, serving students in kindergarten through twelfth grades. A map of the District is provided in ***Figure 1***.

FIGURE 1



The District's program of quality education is delivered in a wide range of educational settings and learning environments at 17 school sites and two independent study programs, including:

- 12 elementary schools (TK-6)
- 1 virtual elementary school (K-6)
- 2 middle schools (7-8)
- 2 comprehensive high schools (9-12)
- 1 alternative high school (11-12)
- 1 middle/high independent study school (7-12)

A description of each school site is included in this report.

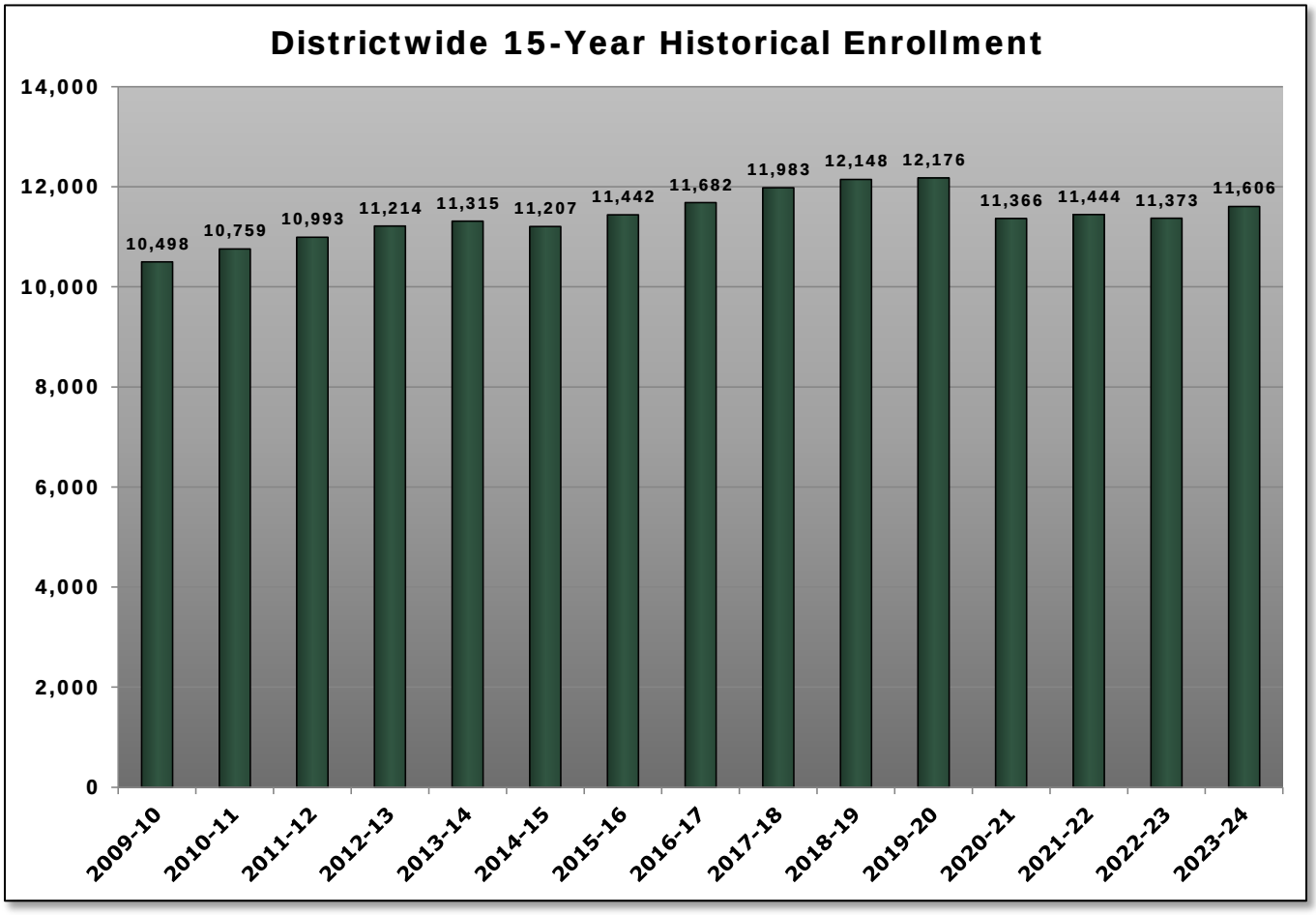
History of the District

From newspaper records, it is believed that the original Rocklin School District was formed in August 1866. The first school was located on the Ray Johnson Ranch in the area of Fourth Street near what is now the ballpark. By 1881, 132 students were enrolled with a staff of two teachers. In April 1885, a new school was built when the old school burned. The new school had four rooms, three teachers, and 180 students. By 1952, there were 2,000 residents in the community with a school enrollment of 370 students, nine teachers, and one principal/teacher. At that time, the District was 11.5 square miles. Over the next thirty years, the District grew to three elementary schools. High school aged students attended Del Oro High School and Roseville High School. On April 8, 1986, a successful unification election was held in the community resulting in the Rocklin Unified School District. Since that time, there has been rapid change and growth in the community and the District with several schools opening and the creation of the Rocklin Unified School District we know today.

District Enrollment

As shown in ***Chart 1***, the District experienced enrollment growth over the past 15 years, from an enrollment of 10,498 in 2009-10 to a peak enrollment of 12,176 in 2019-20 and has since declined to a current enrollment of 11,606 students.

CHART 1



Source: SchoolWorks, 2023/24 Demographics and Enrollment Projections, January 2024

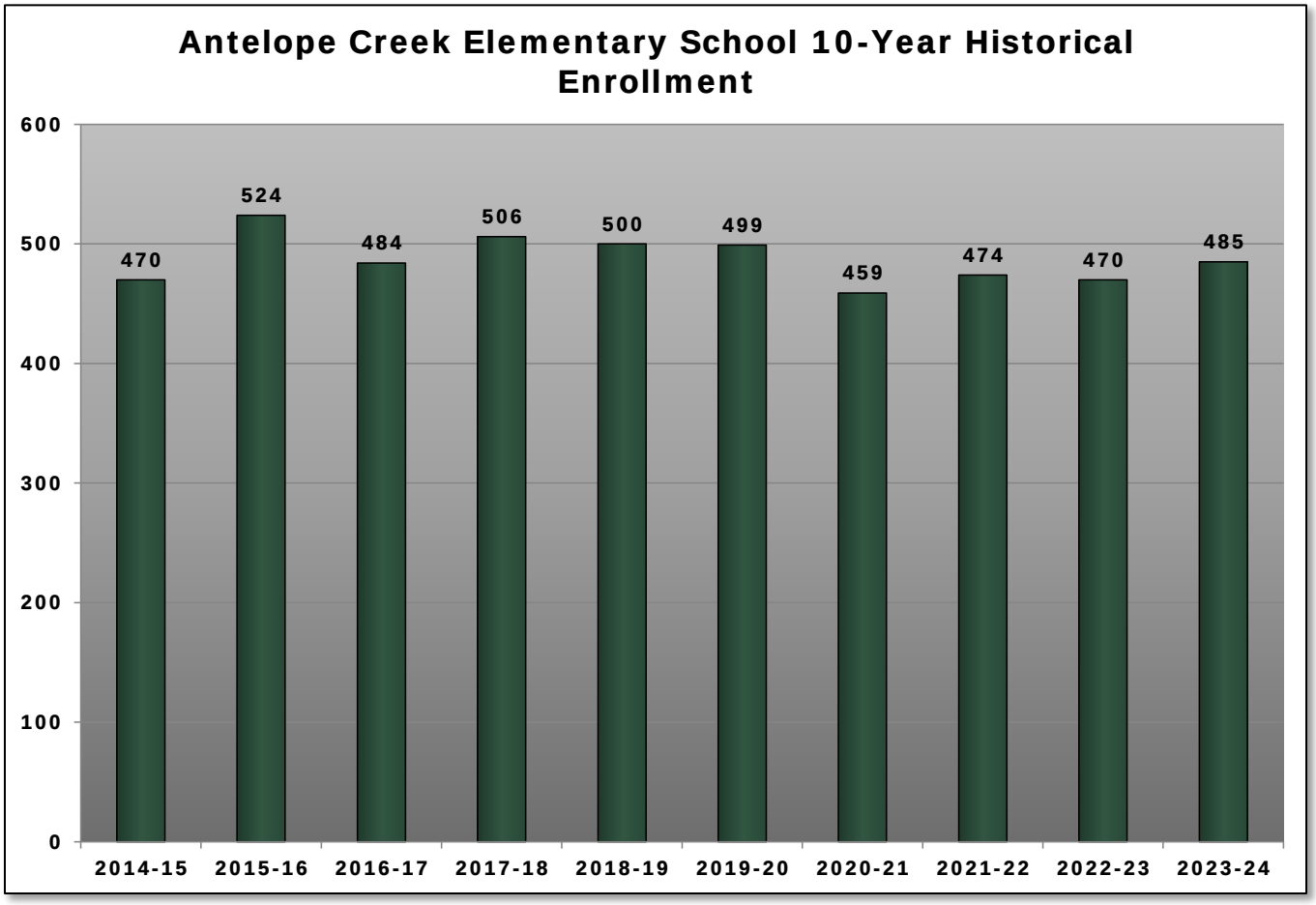
SCHOOL SITES

ANTELOPE CREEK ELEMENTARY

Antelope Creek Elementary School is located at 6185 Springview Drive. This transitional kindergarten through sixth grade elementary school opened its doors in 1992 and is situated on a 9.8 acre site. The site is improved with 30 total classrooms, including 13 permanent and 17 portable classrooms. Additionally, the site has a multipurpose room, library, and administration building. The Before/After School childcare program is housed in an additional portable building that is not included in the classrooms counted for Antelope Creek Elementary.

As shown in ***Chart 2***, Antelope Creek Elementary School's enrollment has fluctuated between 470 and 524 students over the past 10 years, with peak enrollment in 2015-16. Currently, the school has 485 students enrolled.

CHART 2



Existing Site Conditions

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
K	Kindergarten
P	Portable Classrooms
B/A	Before / After School Program
	Existing Permanent Building
	Existing Portables to remain
	Existing Portables to be removed
	Existing Apparatus to be updated

General Site Notes

Opened:	1992
Site Size:	9.1 Acres

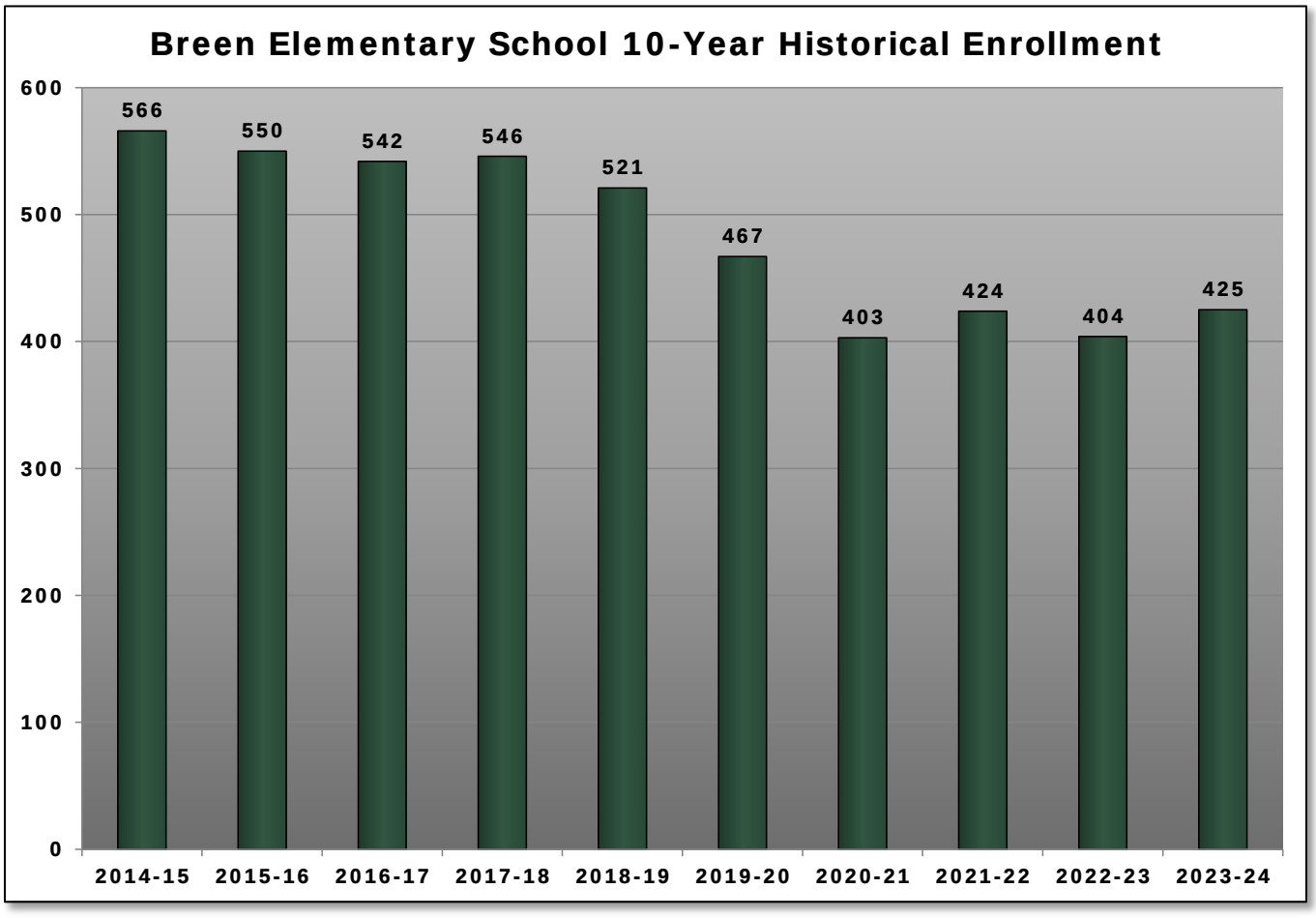
Antelope Creek Elementary School

BREEN ELEMENTARY

Breen Elementary School is located at 2751 Breen Drive. This transitional kindergarten through sixth grade elementary school opened its doors in 1995 and is situated on a 10.3 acre site. The site is improved with 29 classrooms, including 14 permanent and 15 portable classrooms. Additionally, the site has a multipurpose room, library, and administration building. The Before/After School childcare program is housed in an additional portable building that is not included in the classrooms counted for Breen Elementary.

As shown in ***Chart 3***, Breen Elementary School's enrollment declined from a peak enrollment in 2014-15 of 566, but has remained relatively steady over the last few years with a 2023-24 enrollment of 425 students.

CHART 3



Existing Site Conditions

General Site Notes

Opened:	1994
Site Size:	10.3 Acres

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
K	Kindergarten
B/A	Before / After School Program
	Existing Permanent Building
	Existing Portable to Remain
	Existing Portable to be Removed

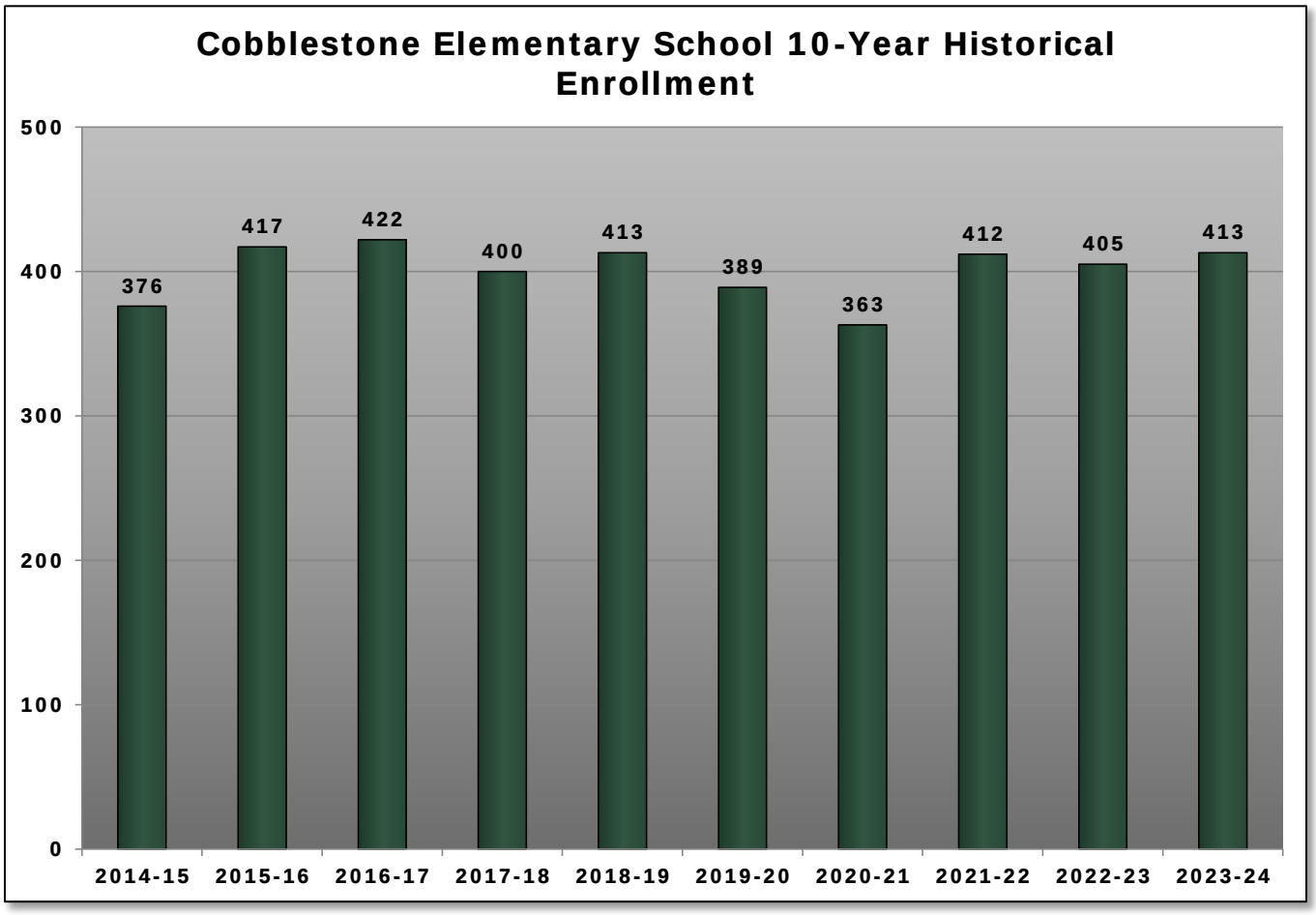
Breen Elementary School

COBBLESTONE ELEMENTARY

Cobblestone Elementary School is located at 5740 Cobblestone Drive. This transitional kindergarten through sixth grade elementary school opened its doors in 1991 and is situated on a 7.9 acre site. The site is improved with 28 total classrooms, including 14 permanent and 14 portable classrooms. Additionally, the site has a multipurpose room, library, and administration building. The Before/After School childcare program is housed in an additional portable building that is not included in the classrooms counted for Cobblestone Elementary.

As shown in ***Chart 4***, Cobblestone Elementary School's enrollment peaked at 422 students in 2016-17, declined to a low of 363 students in 2020-21 and currently houses 413 students in 2023-24.

CHART 4



Existing Site Conditions

Legend

AD	Administration
CR	Classrooms
CO	District Charter Occupied
LB	Library
MP	Multipurpose
K	Kindergarten
B/A	Before / After School Program
	Existing Permanent Building
	Existing Portable
	Existing Apparatus to be Updated

General Site Notes

Opened:	1991
Site Size:	7.9 Acres

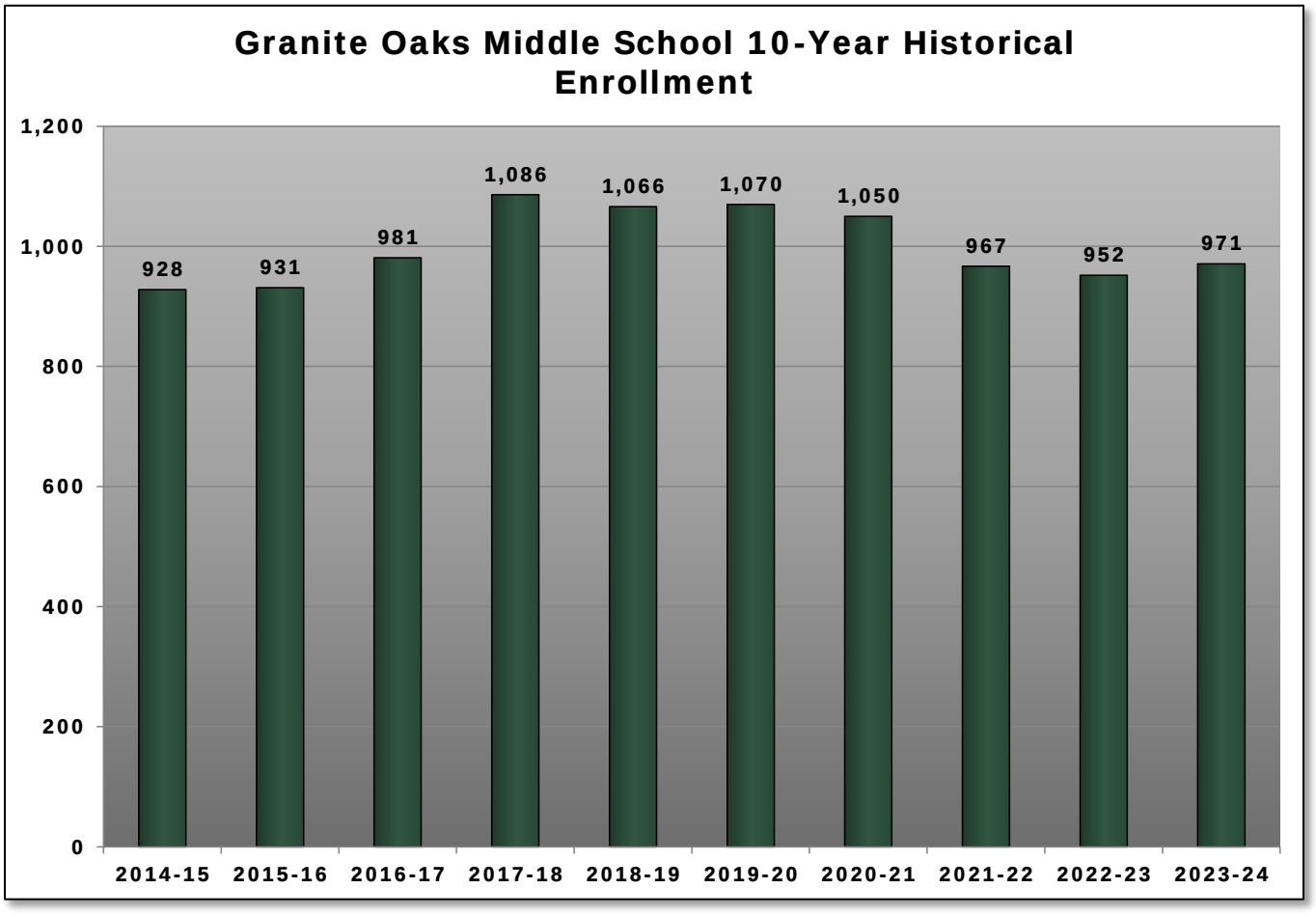
Cobblestone Elementary School

GRANITE OAKS MIDDLE

Granite Oaks Middle School is located at 2600 Wyckford Boulevard. This seventh and eighth grade middle school opened its doors in 1999 and is situated on a 20.6 acre site. The site is improved with 42 total classrooms, including 41 permanent classrooms and 1 portable classroom. Additionally, the site has a multipurpose room, gymnasium, library, and administrative offices.

As shown in ***Chart 5***, Granite Oaks Middle's enrollment peaked at 1,086 students in 2017-18 and has since declined to a 2023-24 enrollment of 971 students.

CHART 5



Existing Site Conditions

General Site Notes

Opened:	1999
Site Size:	19.6 Acres

Legend

AD	Administration
WR	Weight Room
LB	Library
MP	Multipurpose
	Existing Permanent Building
	Existing Portable to be demolished

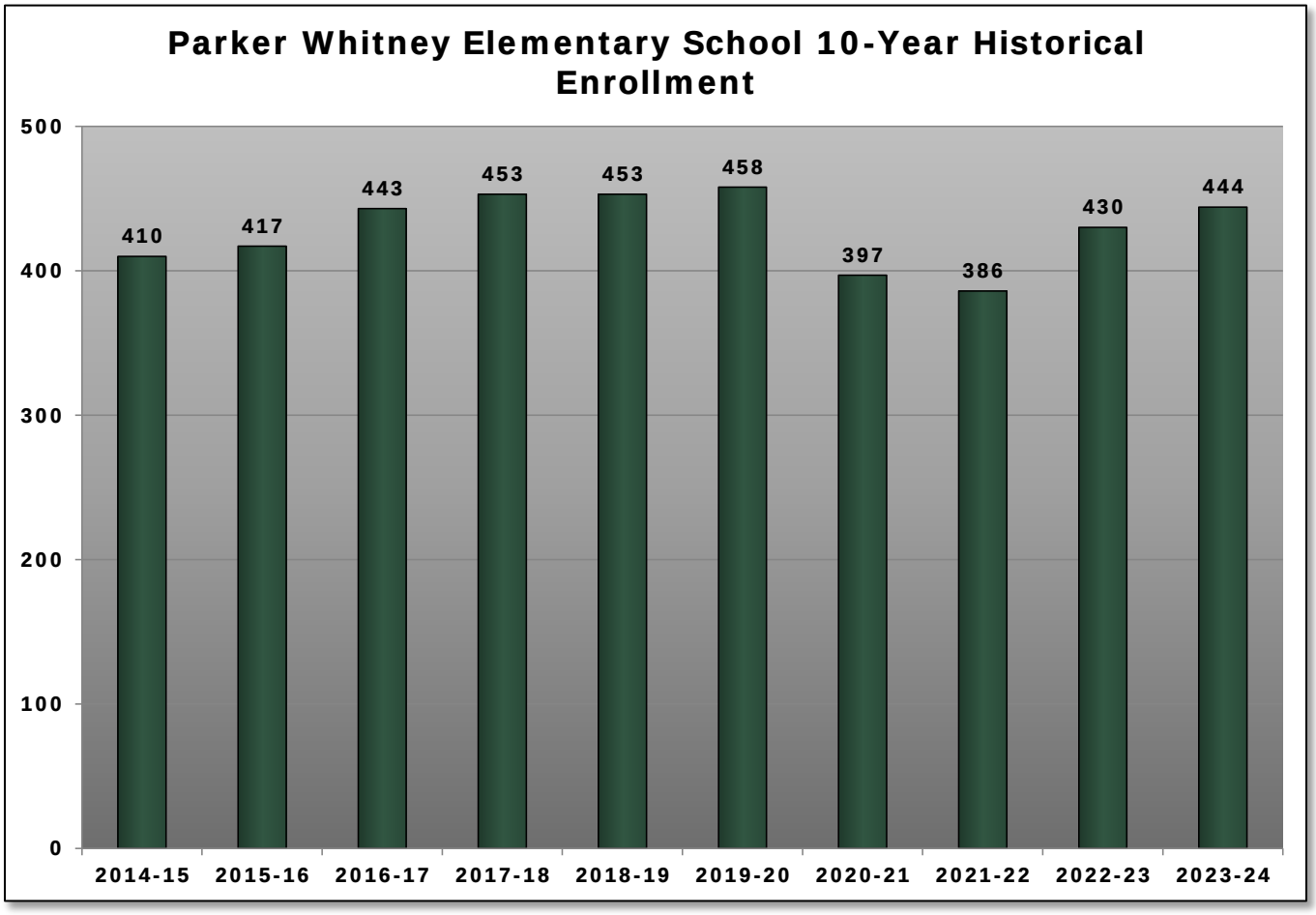
Granite Oaks Middle School

PARKER WHITNEY ELEMENTARY

Parker Whitney Elementary School is located at 5145 Topaz Avenue. This transitional kindergarten through sixth grade elementary school opened its doors in 1965 and is situated on a 11.62 acre site. The site is improved with 38 total classrooms, including 24 permanent and 14 portable classrooms. Additionally, the site contains a multipurpose room, library, and administrative offices. The Before/After School childcare program is housed in an additional portable building that is not included in the classrooms counted for Parker Whitney Elementary.

As shown in ***Chart 6***, Parker Whitney Elementary School's enrollment peaked at 458 students in 2019-20, then dropped down to a low of 386 students in 2021-22, with enrollment increasing to 444 students in the current school year.

CHART 6



Existing Site Conditions

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
K	Kindergarten
B/A	Before / After School Program

Existing Permanent Building
Existing Portable
Existing Apparatus to be updated

General Site Notes

Opened: 1965
Site Size: 10.6 Acres

Parker Whitney Elementary School

QUARRY TRAIL ELEMENTARY

Quarry Trail Elementary School is located at 810 Lazy Trail Drive. This transitional kindergarten through sixth grade elementary school is the District's newest school and opened its doors in 2022. It is situated on a 10.3 acre site. The site is improved with 30 total classrooms, all permanent. Additionally, the site contains a multipurpose room, library, and administrative offices. The Before/After School childcare program is housed in an additional portable building that is not included in the classrooms counted for Quarry Trail Elementary.

Quarry Trail Elementary opened with a 2022-23 student enrollment of 559 students and has a 2023-24 enrollment of 627 students.

Existing Site Conditions

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
K	Kindergarten
B/A	Before / After School Program
P	Portable Classroom

Existing Permanent Building
Existing Portable Building

General Site Notes

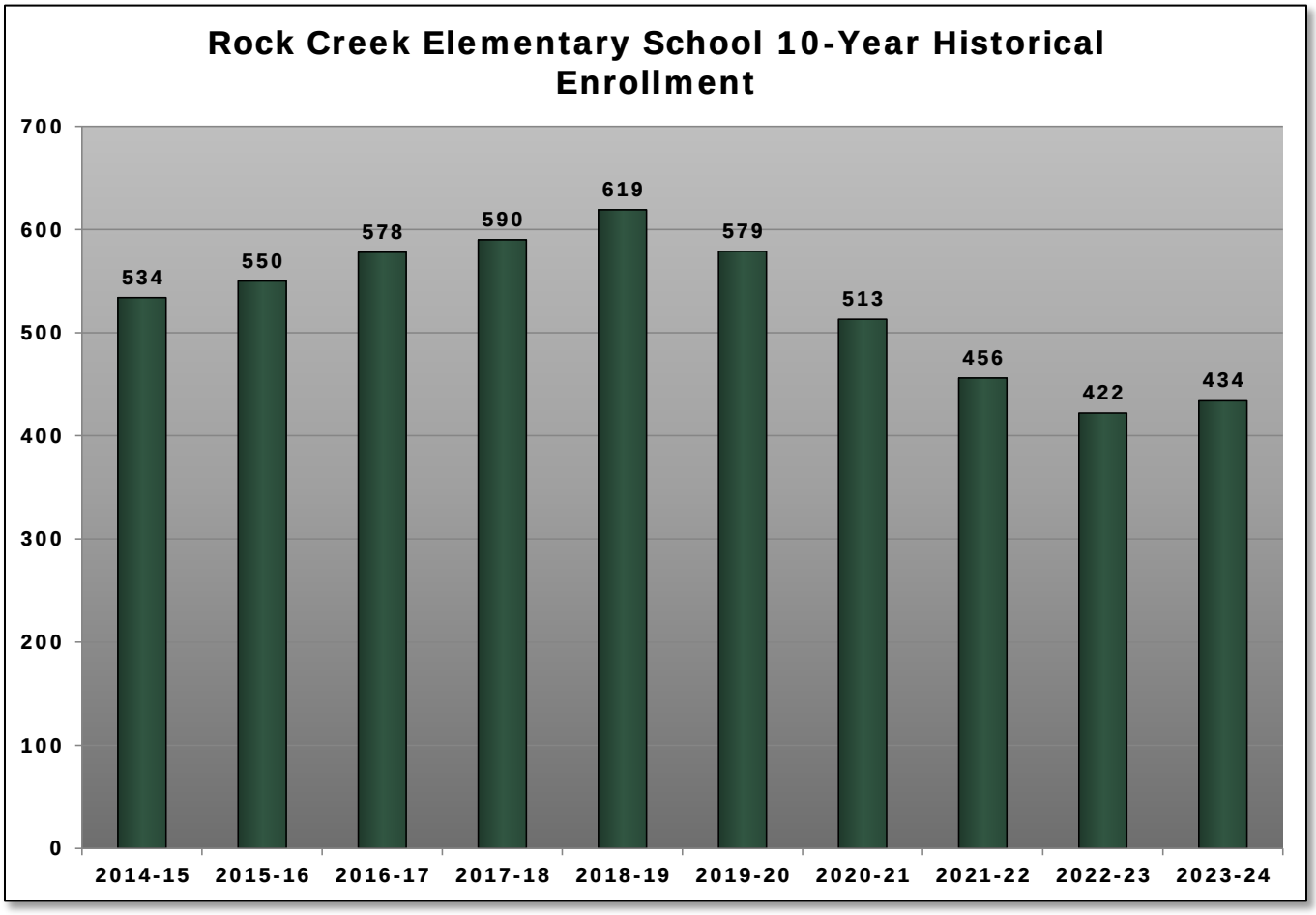
Opened:	2022
Site Size:	10.3 Acres

ROCK CREEK ELEMENTARY

Rock Creek Elementary School is located at 2140 Collet Quarry Drive. This transitional kindergarten through sixth grade elementary school opened its doors in 2002 and is situated on an 8.7 acre site. The site is improved with 34 total classrooms, including 32 permanent and 2 portable classrooms. Additionally, the site contains a multipurpose room, library, and administrative offices. The Before/After School childcare program and a pre-school program are housed in two additional portable classrooms that are not included in the classrooms counted for Rock Creek Elementary.

As shown in ***Chart 7***, Rock Creek Elementary enrollment peaked at 619 students in 2018-19, but has declined since that time, with a slight increase in the current year with an enrollment of 434 students.

CHART 7



Existing Site Conditions

General Site Notes

Opened:	2002
Site Size:	8.0 Acres

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
K	Kindergarten
P	Portable Classroom
B/A	Before / After School Program
PS	Pre-School
	Existing Permanent Building
	Existing Portable
	Existing Apparataus to be updated

ROCKLIN ACADEMY

Rocklin Academy is located at 6530 Turnstone Way. This transitional kindergarten through sixth grade independent charter school is located on the Ruhkala Elementary campus, which is situated on a 9.6 acre site. The total site is improved with 45 total classrooms, including 27 permanent and 17 portable classrooms. Currently, Rocklin Academy occupies 25 total classrooms, including 12 permanent classrooms and 13 portable classrooms. Additionally, the site contains a gymnasium and administrative offices for the Charter school. Rocklin Academy has shared the campus with Ruhkala Elementary since the school opened in 2005.

Existing Site Conditions

Legend

AD	Administration
CR	Classrooms
CO	Charter Occupied
LB	Library
MP	Multipurpose
K	Kindergarten
B/A	Before / After School Program
PS	Pre-School
P	Portable Classroom
	Existing Permanent Building
	Existing Portable

General Site Notes

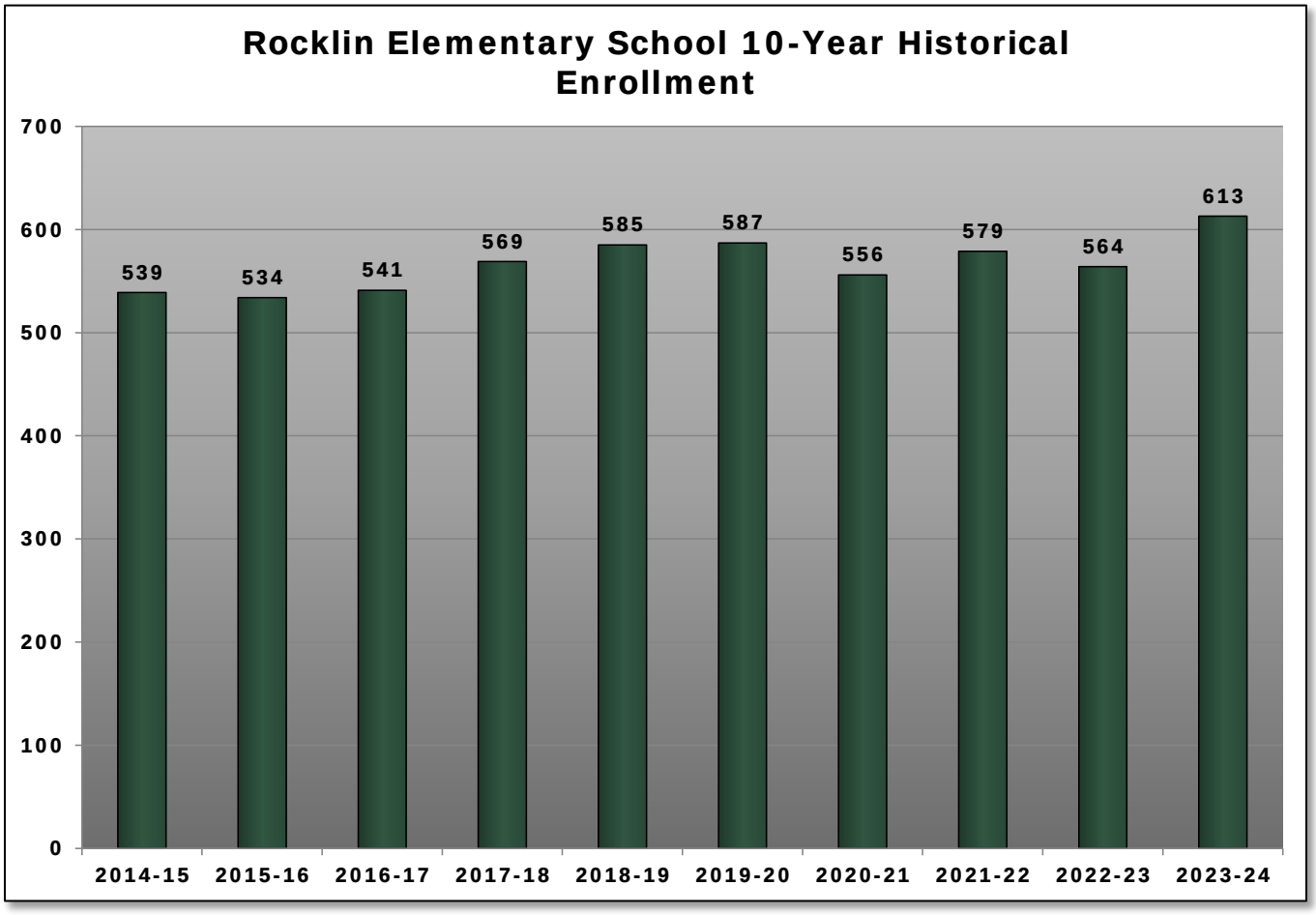
Opened:	2005
Site Size:	9.7 Acres

ROCKLIN ELEMENTARY

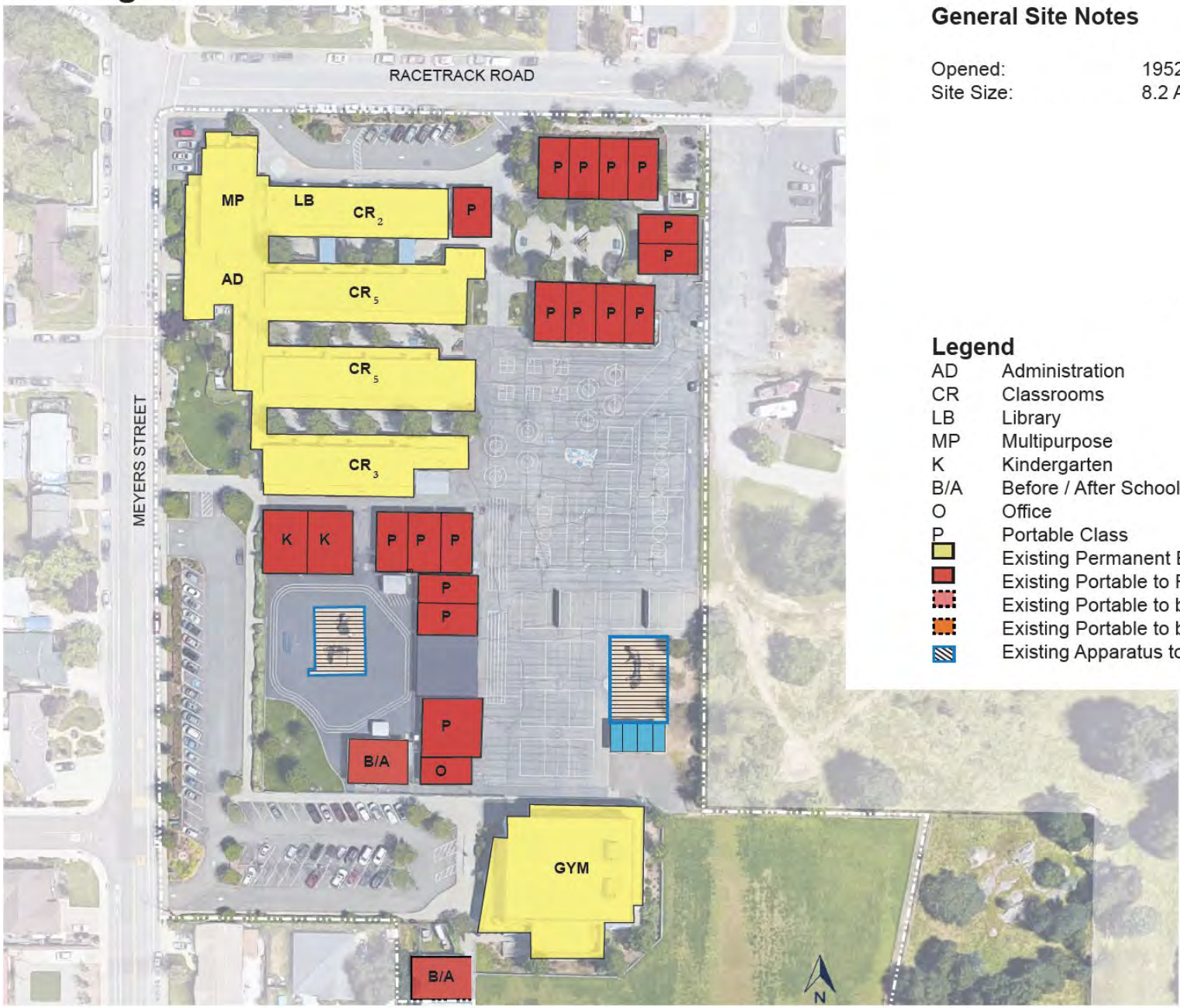
Rocklin Elementary School is located at 5025 Meyers Street. This kindergarten through sixth grade elementary school opened its doors in 1952 and is situated on a 9 acre site. This is the District's oldest school, constructed 66 years ago. The site is improved with 36 total classrooms, including 15 permanent and 21 portable classrooms. Additionally, the site contains a multipurpose room, library, gymnasium, and administrative offices. The Clarke Dominguez Gymnasium is a shared facility with the City of Rocklin. The Before/After School childcare program is housed in an additional portable building that is not included in the classrooms counted for Rocklin Elementary.

As shown in ***Chart 8***, Rocklin Elementary School's enrollment has remained relatively stable over the past 10 years, with enrollment peaking at 613 students in the current fiscal year.

CHART 8



Existing Site Conditions



General Site Notes

Opened:	1952
Site Size:	8.2 Acres

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
K	Kindergarten
B/A	Before / After School Program
O	Office
P	Portable Class
	Existing Permanent Building
	Existing Portable to Remain
	Existing Portable to be Removed
	Existing Portable to be Relocated
	Existing Apparatus to be Updated

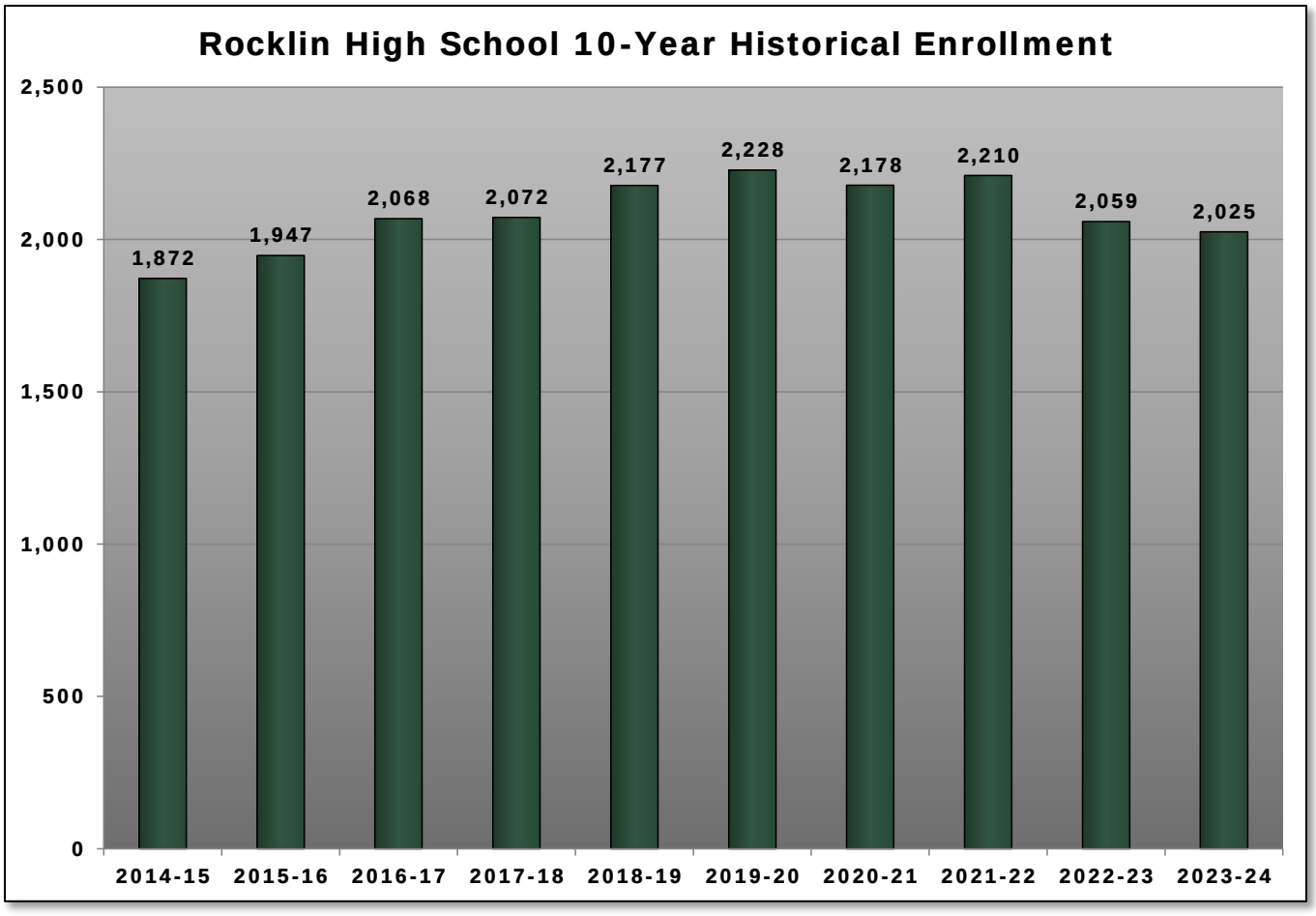
Rocklin Elementary School

ROCKLIN HIGH

Rocklin High School is located at 5301 Victory Lane. This ninth through twelfth grade school opened its doors in 1993 and is situated on a 50.5 acre site. The site is improved with 86 total classrooms, including 45 permanent and 41 portable classrooms. Additionally, the site contains a library, gymnasium, multipurpose room, pool house, stadium, tennis courts, fields, and administrative offices.

As shown in ***Chart 9***, Rocklin High School's enrollment peaked at 2,228 students in 2019-20 and has a current enrollment of 2,025 students.

CHART 9



Existing Site Conditions

General Site Notes

Opened:	1992
Site Size:	50.5 Acres

Legend

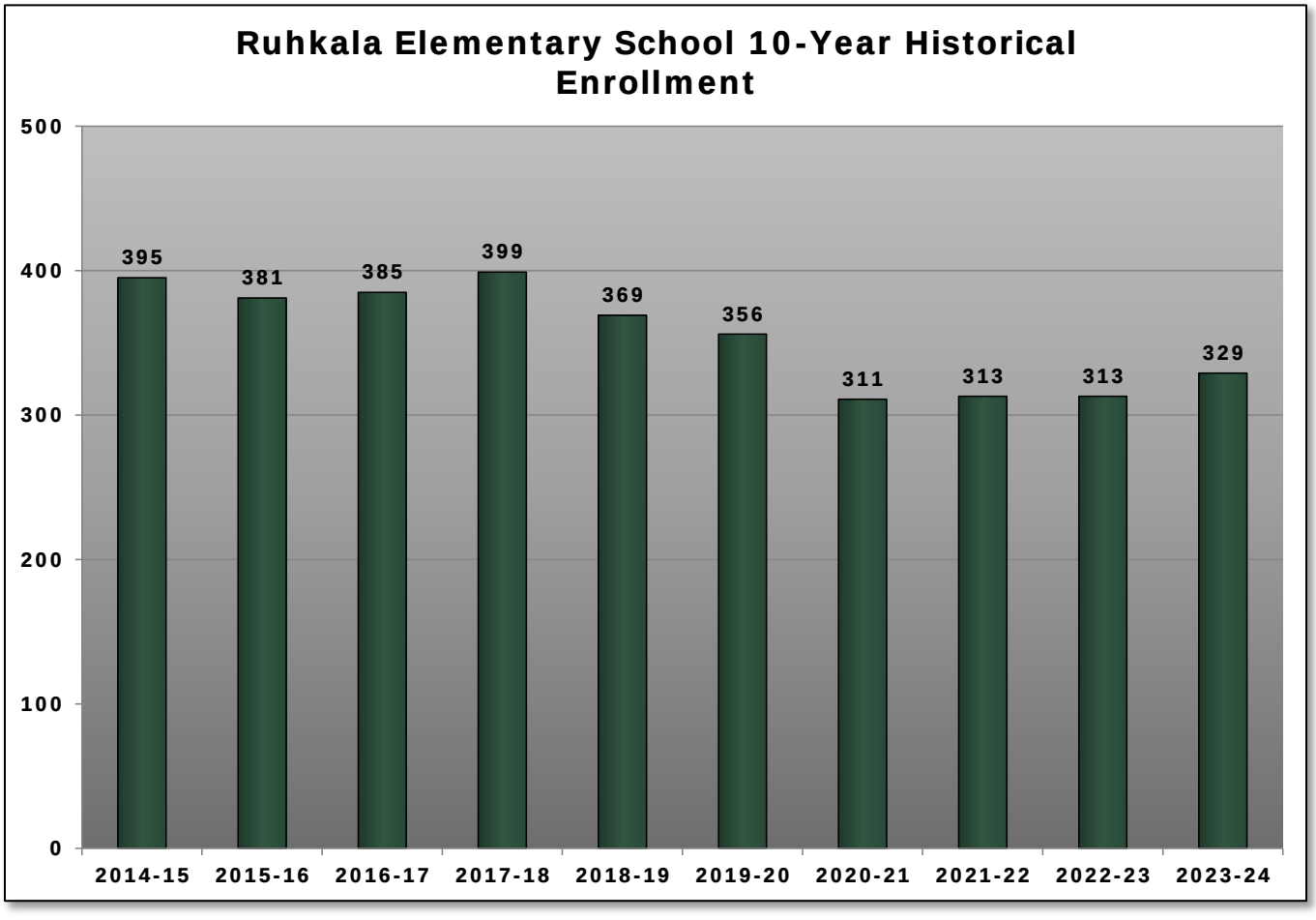
AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
PL	Pool House and Mechanical Room
TB	Ticket Booth
P	Portable Classroom
	Existing Permanent Building
	Existing Portable to be Removed
	Existing Permenant Portable Classrooms to Remain
	Existing Portable Classrooms to Remain

RUHKALA ELEMENTARY

Rukala Elementary School is located at 6530 Turnstone Way. This transitional kindergarten through sixth grade school opened its doors in 2005 and is situated on a 9.6 acre site. The site is improved with 45 total classrooms, including 27 permanent and 17 portable classrooms. Currently, an independent charter school occupies 25 total classrooms, including 12 permanent classrooms and 13 portable classrooms. Ruhkala Elementary occupies 20 total classrooms, including 15 permanent and 5 portable classrooms. Additionally, the site contains a multipurpose room, library, and administrative offices for Ruhkala Elementary with an additional gymnasium and administrative offices for the charter school. The Before/After School childcare program and a pre-school program are housed in two additional portable classrooms that are not included in the classrooms counted for Ruhkala Elementary.

As shown in ***Chart 10***, Ruhkala Elementary School's enrollment peaked at 399 students in 2017-18 and has since declined to 329 students in the current school year.

CHART 10



Existing Site Conditions

Legend

AD	Administration
CR	Classrooms
CO	Charter Occupied
LB	Library
MP	Multipurpose
K	Kindergarten
B/A	Before / After School Program
PS	Pre-School
P	Portable Classroom
	Existing Permanent Building
	Existing Portable
	Existing Apparatus to be Updated

General Site Notes

Opened:	2005
Site Size:	9.7 Acres

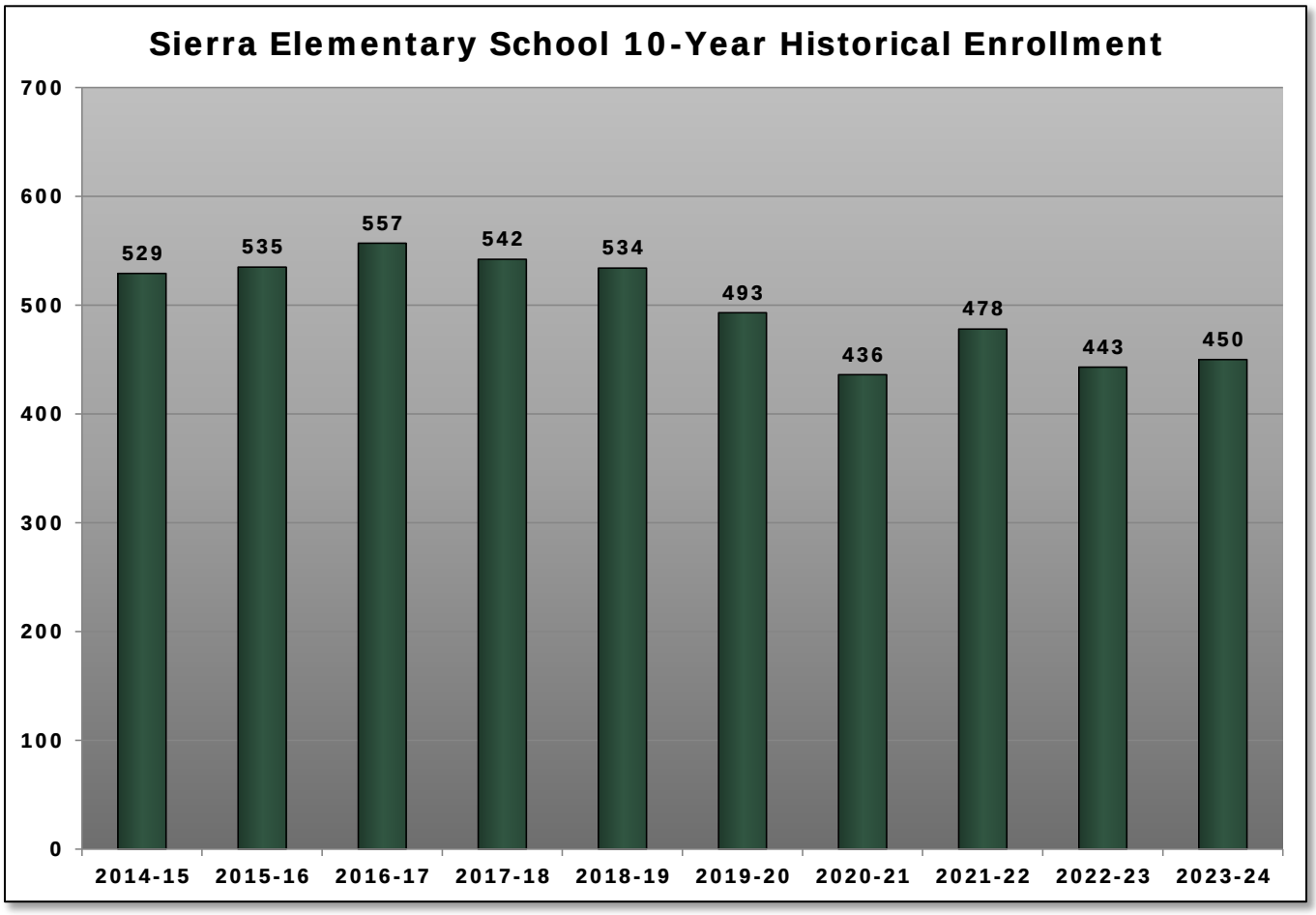
Ruhkala Elementary School

SIERRA ELEMENTARY

Sierra Elementary School is located at 6811 Camborne Way. This transitional kindergarten through sixth grade school opened its doors in 2001 and is situated on a 10.1 acre site. The site is improved with 27 total classrooms, including 23 permanent and 4 portable classrooms. Additionally, the site contains a multipurpose room, library, and administrative offices. The Before/After School childcare program is housed in an additional portable building that is not included in the classrooms counted for Sierra Elementary.

As shown in ***Chart 11***, Sierra Elementary School's enrollment peaked at 557 students in 2016-17 and has declined to 450 students in the current school year.

CHART 11



Existing Site Conditions

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
B/A	Before / After School Program
P	Portable Classroom
	Existing Permanent Building
	Existing Portable
	Existing Apparatus to be Updated

General Site Notes

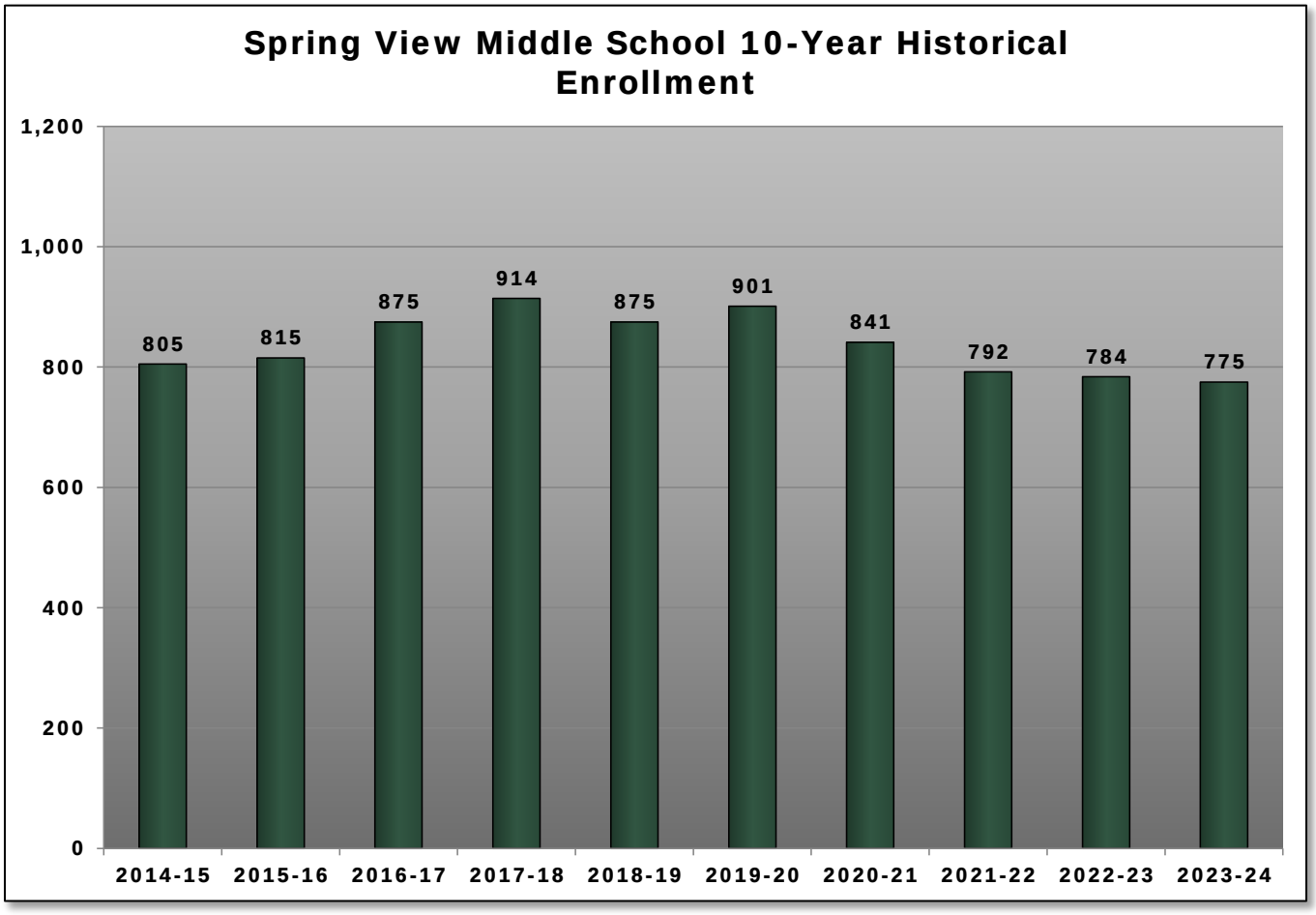
Opened:	2001
Site Size:	9 Acres

SPRING VIEW MIDDLE

Spring View Middle School is located at 5040 Fifth Street. This seventh and eighth grade middle school opened its doors in 1987 and is situated on a 13.9 acre site. The site is improved with 38 total classrooms, including 23 permanent and 15 portable classrooms. Additionally, the site contains a gymnasium, multipurpose room, library, and administrative offices.

As shown in ***Chart 12***, Spring View Middle School's enrollment peaked at 914 students in 2017-18 and has since declined to 775 students in the current school year.

CHART 12



Existing Site Conditions

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
P	Portable Classroom
WR	Weight Room
	Existing Permanent Building
	Existing Portable to Remain
	Existing Portable to be Removed

General Site Notes

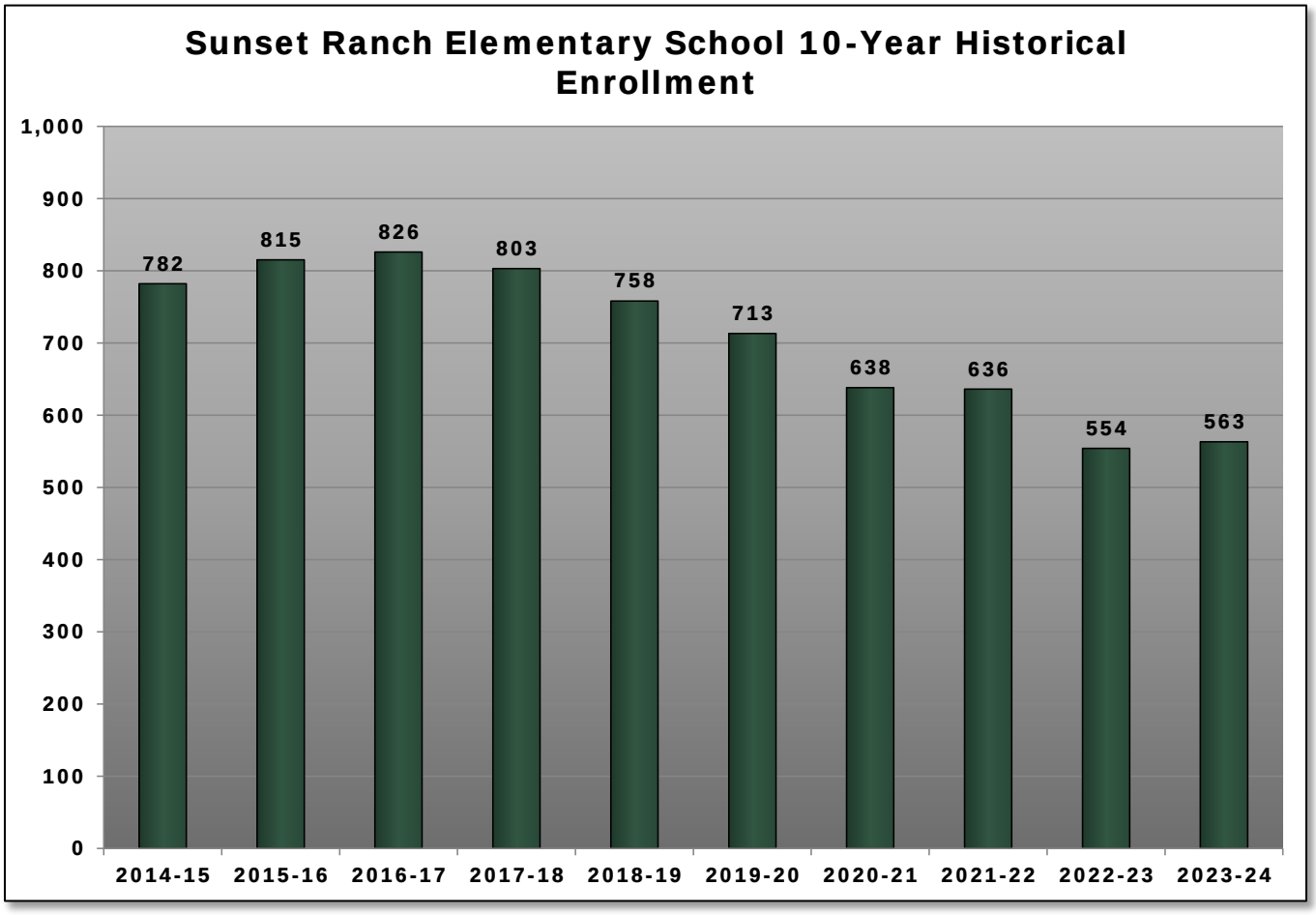
Opened:	1987
Site Size:	13.9 Acres

SUNSET RANCH ELEMENTARY

Sunset Ranch Elementary School is located at 2500 Bridlewood Drive. This transitional kindergarten through sixth grade school opened its doors in 2010 and is situated on an 11.9 acre site. The site is improved with 36 total classrooms, including 33 permanent and 3 portable classrooms. Additionally, the site contains a multipurpose room, library, and administrative offices. The Before/After School childcare program and a pre-school program are housed in two additional portable classrooms that are not included in the classrooms counted for Sunset Ranch Elementary.

As shown in ***Chart 13***, Sunset Ranch Elementary School's enrollment peaked at 826 students in the 2016-17 school year and has declined since to an enrollment of 563 students in the current school year.

CHART 13



Existing Site Conditions

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
K	Kindergarten
B/A	Before / After School Program
P	Portable Classroom
PS	Pre-School
	Existing Permanent Building
	Existing Portable
	Existing Apparatus to be Updated

General Site Notes

Opened: 2010
Site Size: 10.3 Acres

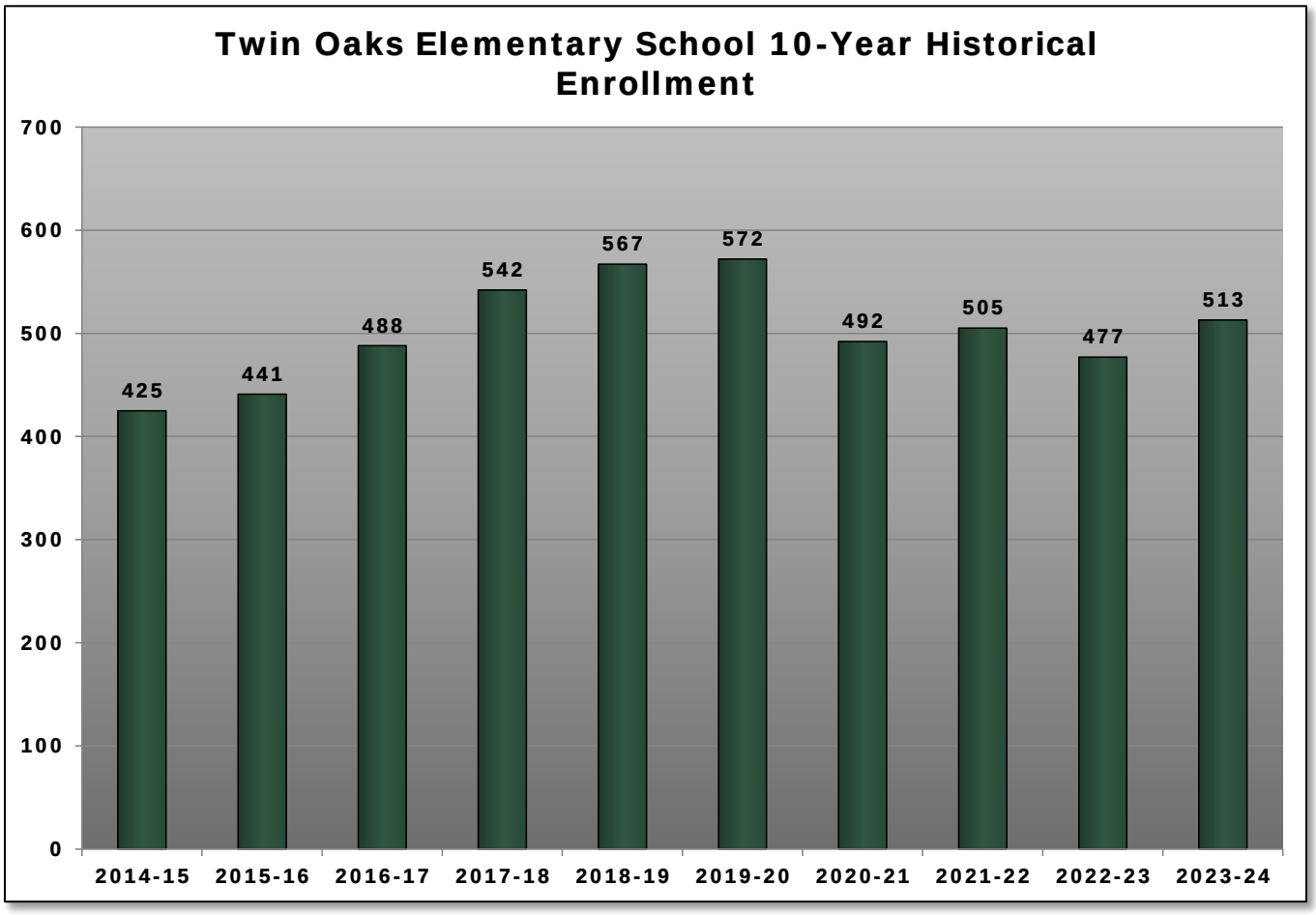
Sunset Ranch Elementary School

TWIN OAKS ELEMENTARY

Twin Oaks Elementary School is located at 2835 Club Drive. This transitional kindergarten through sixth grade school opened its doors in 1999 and is situated on an 8.2 acre site. The site is improved with 30 total classrooms, including 14 permanent and 16 portable classrooms. Additionally, the site contains a multipurpose room, library, and administrative offices. The Before/After School childcare program is housed in an additional portable building that is not included in the classrooms counted for Twin Oaks Elementary.

As shown in ***Chart 14***, Twin Oaks Elementary School's enrollment peaked at 572 students in 2019-20 and declined to 477 in 2022-23, but increased to 513 students in the current school year.

CHART 14



Existing Site Conditions

General Site Notes

Opened:	1999
Site Size:	8.2 Acres

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
K	Kindergarten
B/A	Before / After School Program
P	Portable Classroom
	Existing Permanent Building
	Existing Portable
	Existing Portable to be Removed
	Existing Apparatus to be Updated

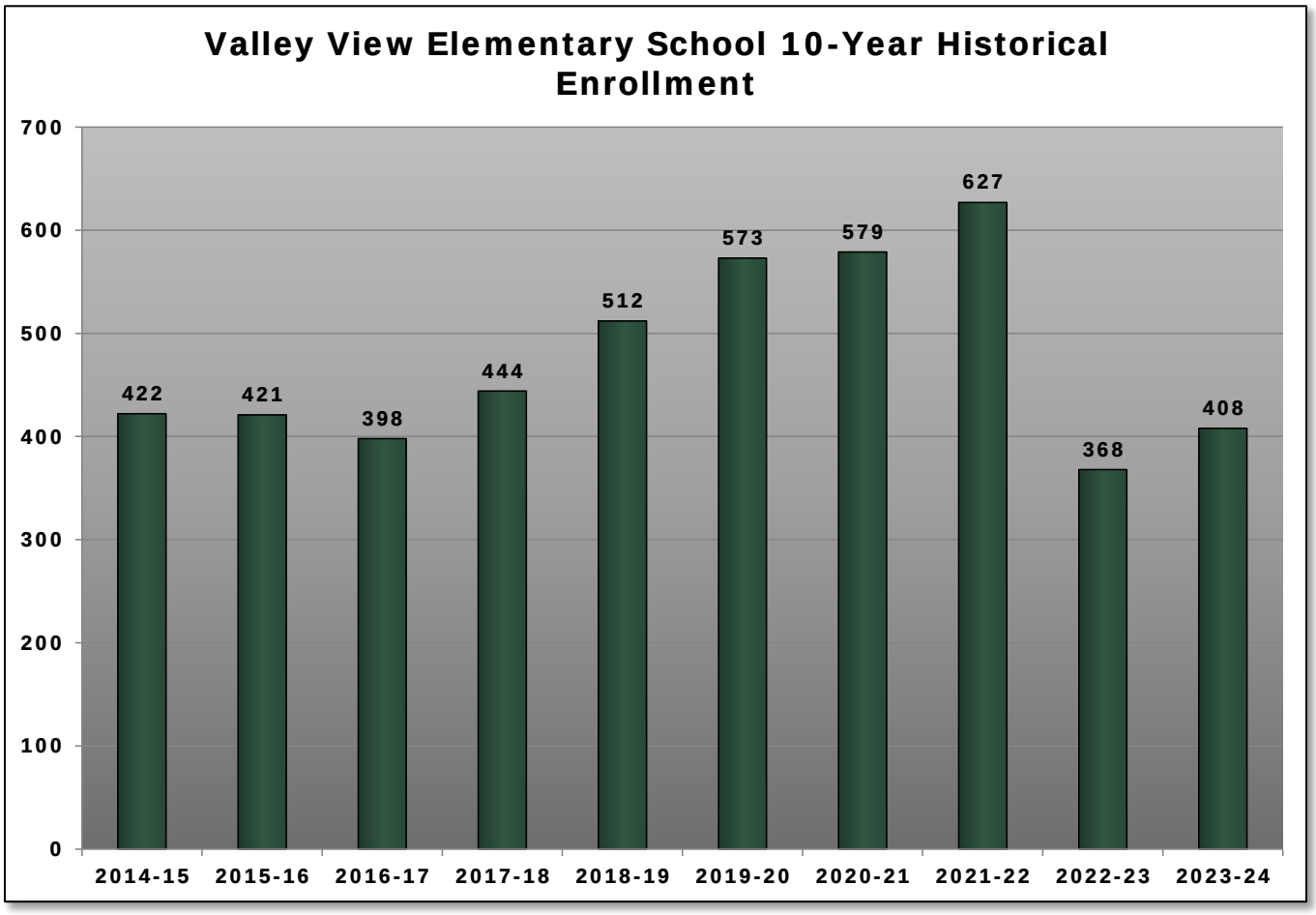
Twin Oaks Elementary School

VALLEY VIEW ELEMENTARY

Valley View Elementary School is located at 3000 Crest Drive. This transitional kindergarten through sixth grade school opened its doors in 2001 and is situated on a 10.1 acre site. The site is improved with 31 total classrooms, all permanent classrooms. Additionally, the site contains a multipurpose room, library, and administrative offices. The Before/After School childcare program is housed in an additional portable building that is not included in the classrooms counted for Valley View Elementary.

As shown in ***Chart 15***, Valley View Elementary School's enrollment peaked at 627 students in 2021-22 and dropped down to 368 students when Quarry Trail Elementary opened in 2022-23, but increased to 408 students in 2023-24.

CHART 15



Existing Site Conditions

General Site Notes

Opened:	2001
Site Size:	9.3 Acres

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
K	Kindergarten
B/A	Before / After School Program
	Existing Permanent Building
	Existing Portable
	Existing Apparatus to be Improved

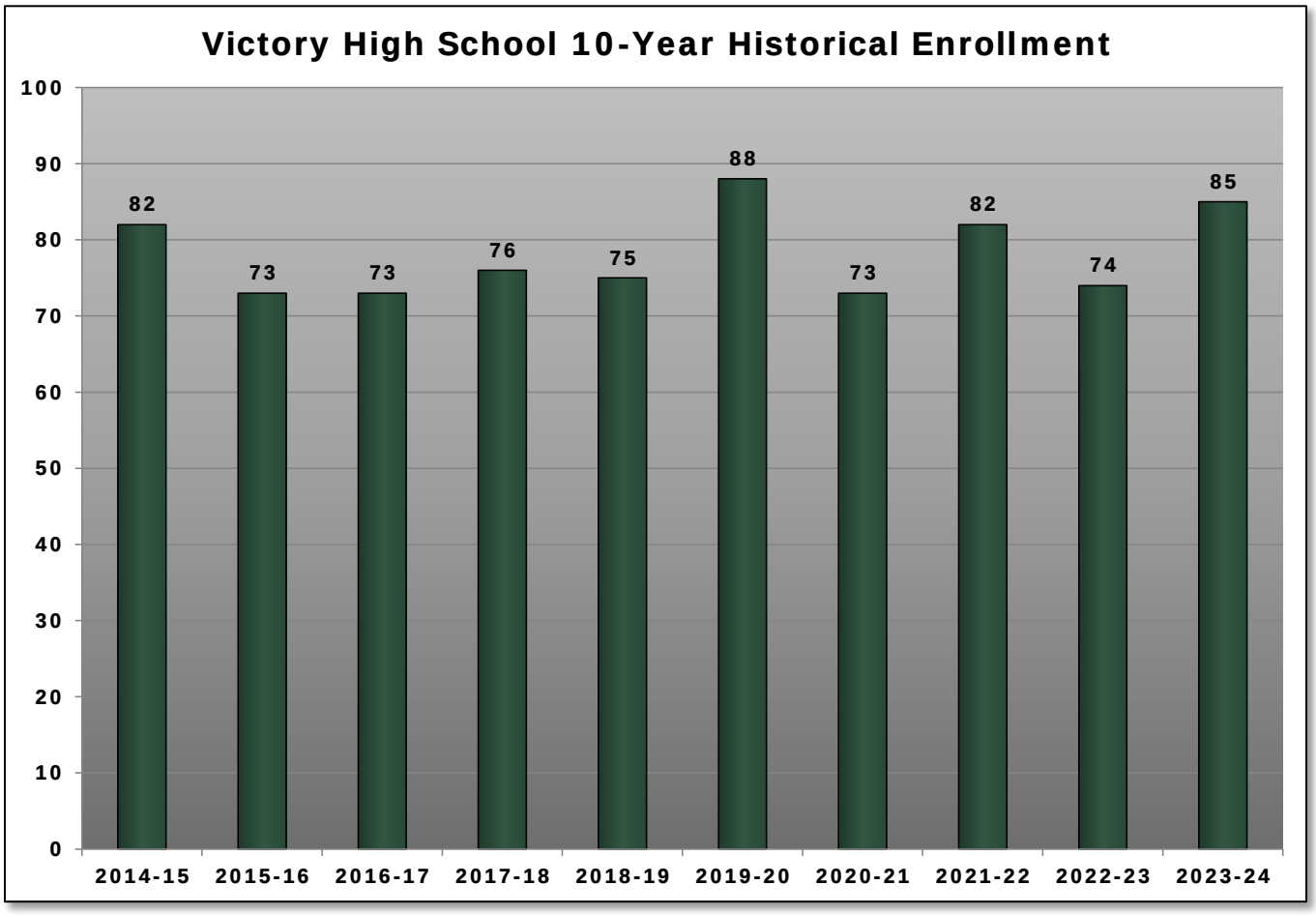
Valley View Elementary School

VICTORY HIGH / ROCKLIN ALTERNATIVE EDUCATION CENTER

Victory High School/Rocklin Alternative Education Center is located at 3250 Victory Drive. This eleventh and twelfth grade alternative high school and seventh through twelfth grade independent study program opened its doors in 2000 and is situated on a 4.8 acre site. The site is improved with 9 total classrooms, including 5 permanent and 4 portable classrooms. Additionally, the site contains a multipurpose room, library, and administrative offices.

As shown in ***Chart 16***, Victory High School's enrollment has remained relatively steady over the last 10 years with a peak enrollment of 88 students in 2019-20, the current 2023-24 enrollment is 85 students.

CHART 16



Existing Site Conditions

Legend

AD	Administration
CR	Classrooms
CO	Charter Occupied
LB	Library
MP	Multipurpose
	Existing Permanent Building
	Existing Portable to Remain

General Site Notes

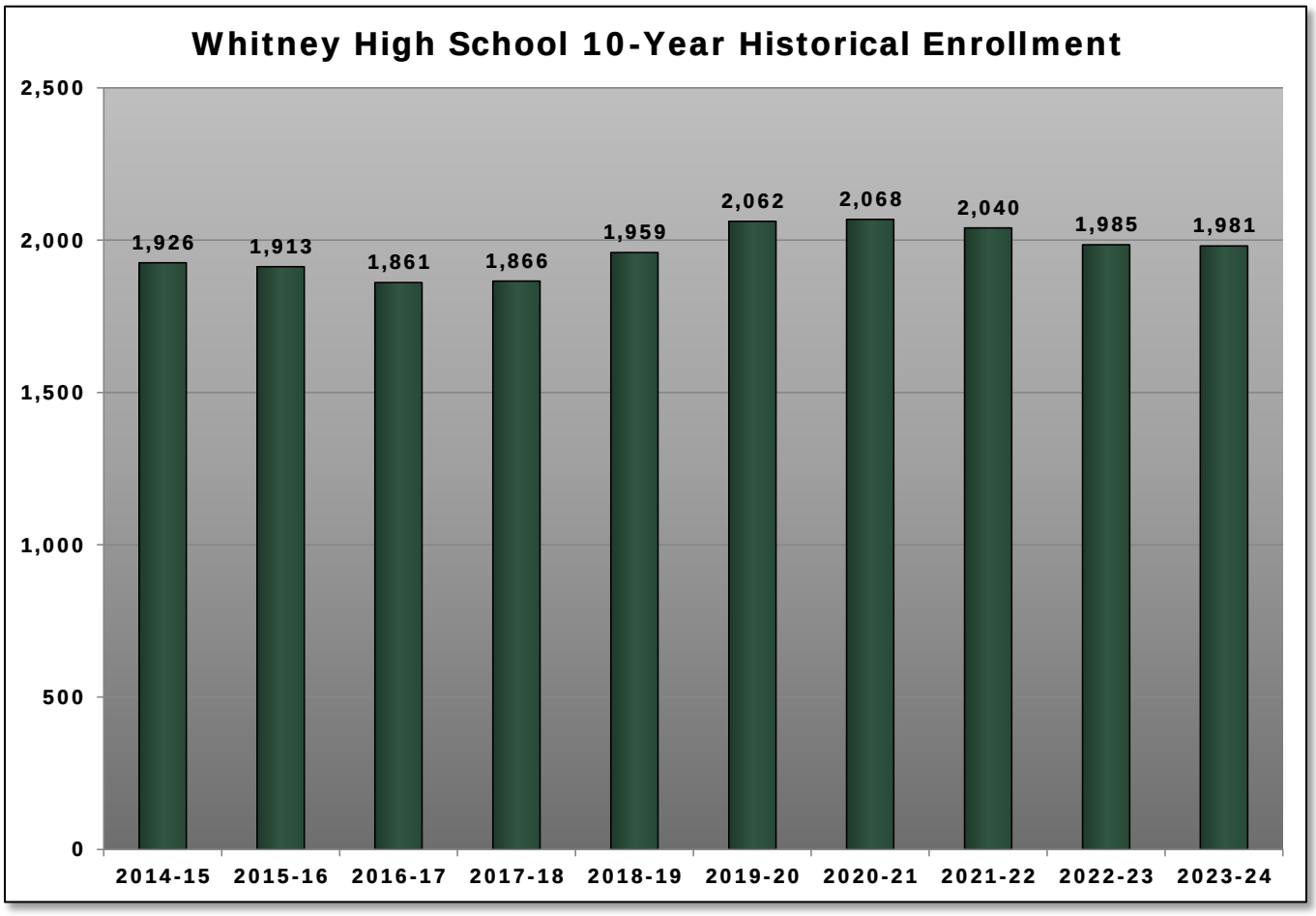
Opened:	2000
Site Size:	4.8 Acres

WHITNEY HIGH

Whitney High School is located at 701 Wildcat Boulevard. This ninth through twelfth grade school opened its doors in 2005 and is situated on a 50.4 acre site. The site is improved with 64 total classrooms, including 58 permanent and 6 portable classrooms. Additionally, the site contains two gymnasiums, a multipurpose room, library, stadium, pool house, fields, and administrative offices.

As shown in ***Chart 17***, Whitney High School's enrollment peaked in 2020-21 with 2,068 students but declined to 1,981 students in the current school year.

CHART 17



Existing Site Conditions

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
KT	Kitchen and Serving Lines
PL	Pool Mechanical Room
TB	Ticket Booth
	Existing Permanent Building
	Existing Portable

General Site Notes

Opened:	2005
Site Size:	51.1 Acres

Whitney High School

OTHER FACILITIES

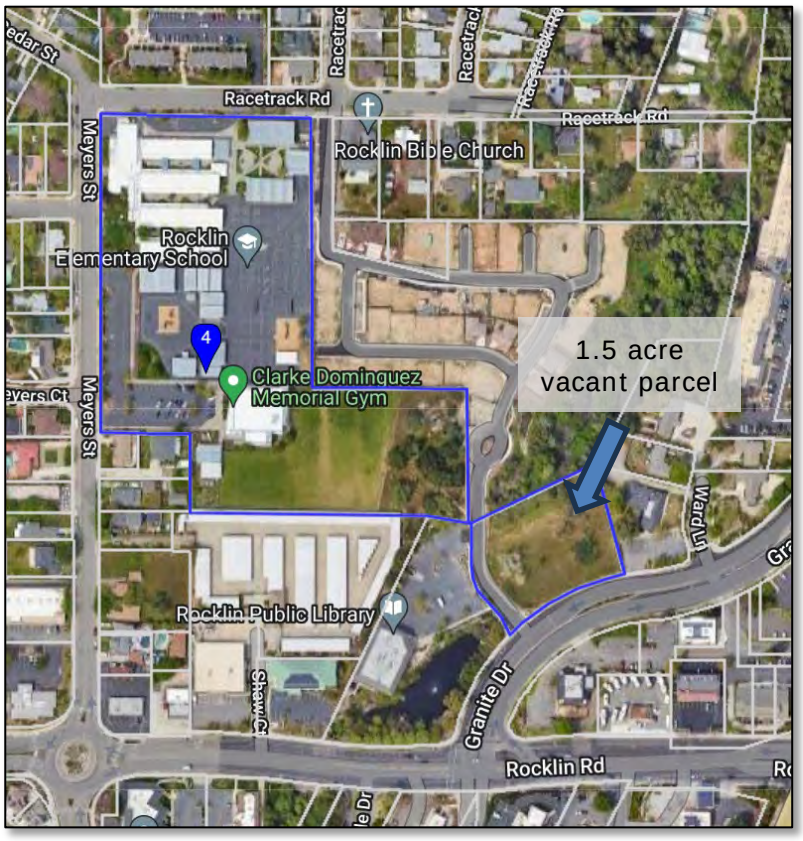
In addition to the active school sites identified, the District has other assets as identified below.

District Office / Transportation / Maintenance and Operations / Nutrition Services

The Rocklin Unified School District Office is located at 2615 Sierra Meadows Drive and opened in 2002. It houses the offices of the District administration and the Board meeting room. The District's Transportation facility is located at 2225 Corp Yard Road, and the Maintenance and Operations building as well as the Nutrition Services building are located at 4090 Del Mar Avenue.

Vacant Sites

In addition to the active school sites, the District owns one 1.5 acre parcel not currently used as an active school or for other purposes. It is located on Granite Drive across from the Rocklin Elementary library. There is no currently planned usage for this site.



Transition Program

The District operates its Transition Program in a leased facility on Third Street and adjacent to the Rocklin High School Annex classrooms. The program serves 18-22 year old students with special needs.

Charter Schools

There are several charter schools chartered by the District. These charter schools include: Maria Montessori Charter Academy, Rocklin Academy (Turnstone), and Western Sierra Collegiate Academy. Rocklin Academy utilizes classroom space on the Ruhkala Elementary school site.

NEW DEVELOPMENT

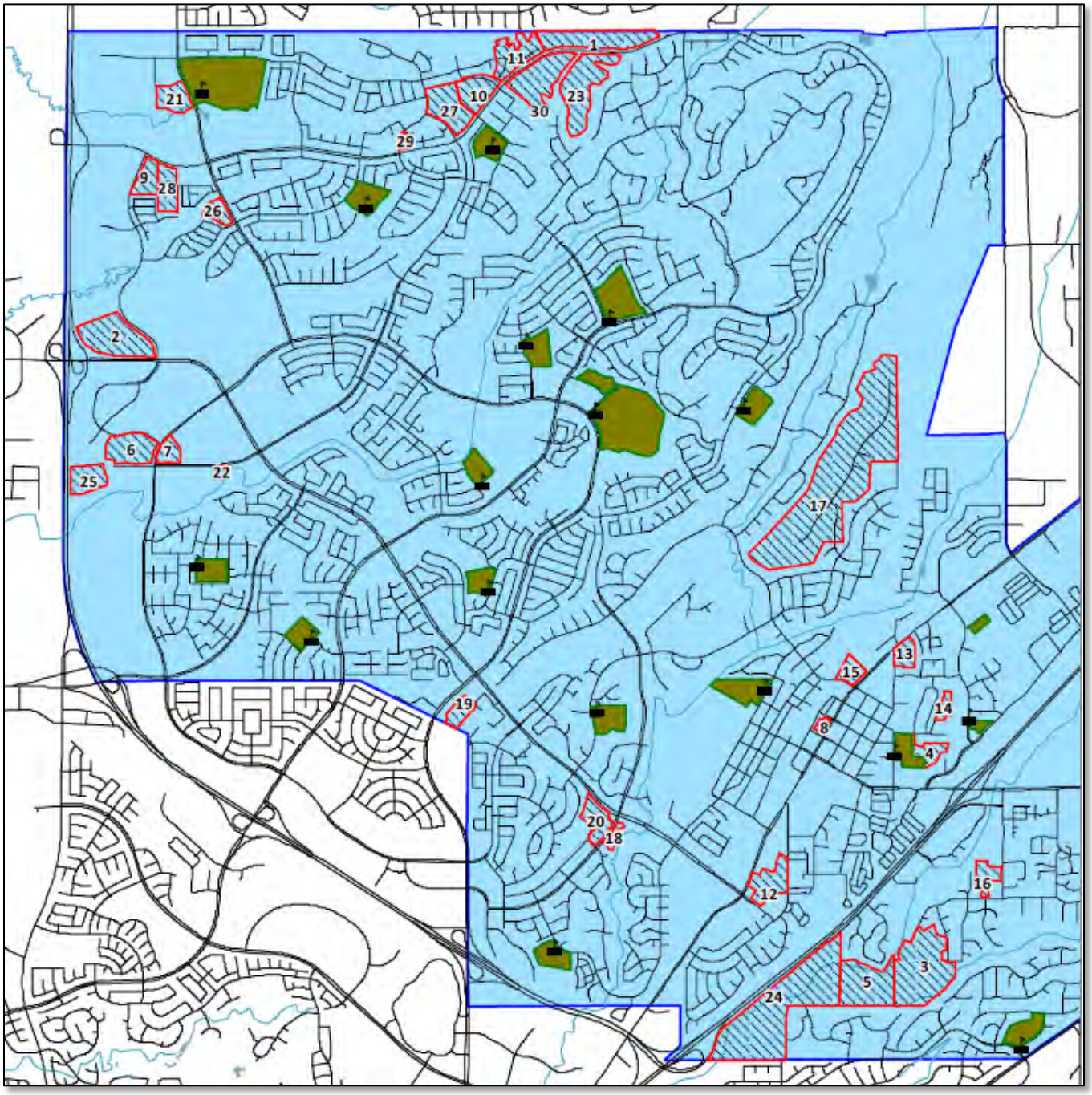
Virtually all of the new residential housing development within the District is within the City of Rocklin (the City). The City, as the governing land use agency, sets its own policies related to development within its jurisdiction through several planning documents, including its General Plan and various specific plans. As a school district, Rocklin Unified is responsible for educating all students residing within the District's boundaries. As such, the District must be knowledgeable and respond to all planned future development in its boundaries.

Since the early 1980s, there has been substantial development within the District's boundaries resulting in the need to construct multiple school sites to accommodate students from the development. Over the past 30 years, approximately 12,000 new residential housing units have been constructed, including approximately 8,700 single family units and 3,300 multi-family units. Annual new residential construction peaked between 1998 and 2002, with approximately 1,750 new residential units constructed in 2002 alone.

Although the City of Rocklin is reaching the build-out of its General Plan, there are still additional development projects remaining in the City. ***Figure 19*** summarizes the anticipated development projects within the boundaries of the District.

In total, approximately 3,150 new residential housing units are expected within the District's boundaries based on data obtained by SchoolWorks from the City of Rocklin, as shown in ***Figure 20***, with just over 2,400 of these units anticipated within the next 6 years. Also shown in ***Figure 20*** are the school attendance boundaries for each of the planned development projects. It is important for the District to stay informed of the status of all development projects to ensure students can be served and that sufficient funding is available to add the needed capacity and prevent overcrowding at existing schools.

FIGURE 19



Source: Rocklin Unified School District 2023/24 Demographics and Enrollment Projections, January 2024 prepared by SchoolWorks, Inc.

FIGURE 20

ID	Name	Remaining Units	Six Year Projection	Boundary Elementary	Middle	High
1	Edgefield Place	50	50	Quarry Trail	Granite Oaks	Whitney
2	Estia at Rocklin	181	181	Twin Oaks	Granite Oaks	Rocklin
3	Granite Lake Estates 2-4	65	30	Sierra	Spring View	Whitney
4	Granite Terrace	39	39	Rocklin	Spring View	Rocklin
5	Highlands Parcel A	20	20	Sierra	Spring View	Whitney
6	Lonetree Apts The Harper	397	397	Ruhkala	Spring View	Whitney
7	Mixed Use Rezone	0	0	Ruhkala	Spring View	Whitney
8	Oak and Pine Site	110	110	Parker Whitney	Spring View	Rocklin
9	Placer Creek Apts	254	120	Twin Oaks	Granite Oaks	Whitney
10	Prominence	53	53	Quarry Trail	Granite Oaks	Whitney
11	Prominence	6	6	Quarry Trail	Granite Oaks	Whitney
12	Quarry Place Cobblestone	220	100	Rocklin	Spring View	Rocklin
13	Quarry Row Subdivision	74	74	Rocklin	Spring View	Rocklin
14	Racetrack Subdivision	10	10	Rocklin	Spring View	Rocklin
15	Rocklin Gateway	204	0	Parker Whitney	Spring View	Rocklin
16	Rocklin Meadows	8	8	Sierra	Spring View	Whitney
17	Skyline	5	5	Parker Whitney	Spring View	Rocklin
18	South Whitney Mixed	20	20	Antelope Creek	Spring View	Whitney
19	Stanford Terrace II	100	100	Antelope Creek	Spring View	Whitney
20	Sunset Hills Townhomes	148	100	Antelope Creek	Spring View	Whitney
21	Terracina at Whitney Ranch	288	288	Sunset Ranch	Granite Oaks	Whitney
22	The Residences at West Oaks	16	16	Ruhkala	Spring View	Whitney
23	Tribute Pointe	79	79	Quarry Trail	Granite Oaks	Whitney
24	Vista Oaks	100	0	Sierra	Spring View	Whitney
25	West Oaks Apartments	365	245	Ruhkala	Spring View	Whitney
26	Whitney Ranch Unit 1	43	43	Twin Oaks	Granite Oaks	Whitney
27	Whitney Ranch Unit 49	60	80	Quarry Trail	Granite Oaks	Whitney
28	Wildcat West	88	88	Twin Oaks	Granite Oaks	Whitney
29	Wrenwood	10	10	Quarry Trail	Granite Oaks	Whitney
30	Wrenwood	144	144	Quarry Trail	Granite Oaks	Whitney
	Totals	**3,157**	**2,416**			

Source: Rocklin Unified School District 2023/24 Demographics and Enrollment Projections, January 2024 prepared by SchoolWorks, Inc.

Mitigation Agreements

In order to pay for the facilities needed to serve the students from new development, the District has been proactive in working with developers on school funding agreements to fund a portion of the cost of qualified school facilities. These mitigation agreements are not legally required, but the District has successfully obtained agreements on new development projects. Such mitigation agreements are also necessary because the current State Level 1 Developer Fees ($5.17 per square foot of new residential construction and $0.84 per square foot of new commercial/industrial

construction) are inadequate to fully fund the construction of facilities to serve students generated from the new development.

The District's Mitigation Agreements serve to provide additional funding by way of mitigation fees and special tax payments by the developer and future homeowners. It is important to note that without the additional funding provided by these agreements, the District would have been unable to provide the matching funds required by the State of California to receive any school construction grants.

As a result of various mitigation agreements, the District has formed three Community Facilities Districts (CFD), whereby, the District receives annual special tax revenue from homes within each of the CFDs. Funds are restricted for capital expenditures benefiting the CFDs and can be used to construct new elementary school capacity. CFD #3 also allows for the construction of new middle school capacity.

DEMOGRAPHICS

Enrollment projections completed on a district-wide and school-specific basis can act as a planning tool to help with both long and short-term facilities planning. Demographic Studies examine the factors that influence school enrollments, namely trends in demographics, birth rates, and housing development. They are also used as a tool to identify certain facility planning requirements such as capacity, utilization of existing facilities, planning for modernization or new construction, and attendance boundary redistricting. In January 2024, SchoolWorks, Inc. completed a Demographic Study for the District that specifically provided an analysis of the projected student enrollment throughout the District and on a school site basis. The complete study is included as ***Appendix A*** of this Report, including a thorough description of the enrollment projection methodology utilized and supporting data.

The Demographics Study provides information based on the 2023-24 District enrollment and programs, City planning policies, and residential development. ***Enrollment projections that are used for facilities planning purposes differ from those projections used for staffing. This is because when planning for facilities, the District must plan to accommodate students when enrollment is at its peak. Therefore, more aggressive assumptions are typically used to plan for the greatest number of students that the District can expect. Alternatively, when planning to hire staff, more conservative projections are typically used because it is not financially prudent to hire before the students actually arrive.***

Student Generation

A key component of the facilities planning process is the student generation factor. A student generation factor is the ratio of students produced per home within a new construction project. This serves as a tool for the District to use in the facilities planning process and will allow the District to predict the impact new development will have on the student population. This ultimately will facilitate decision making about the provision of facilities and resources throughout the District.

The SchoolWorks Demographic Study includes an estimated rate of the number of students generated from each new home built in the District, as shown in ***Table 1***. These generation rates are used as the basis for estimating the number of students expected from future development.

TABLE 1

Student Generation Rates from New Development	
Grade Level	**Generation Rate**
TK-6	0.193
7-8	0.071
9-12	0.162
Total	**0.426**

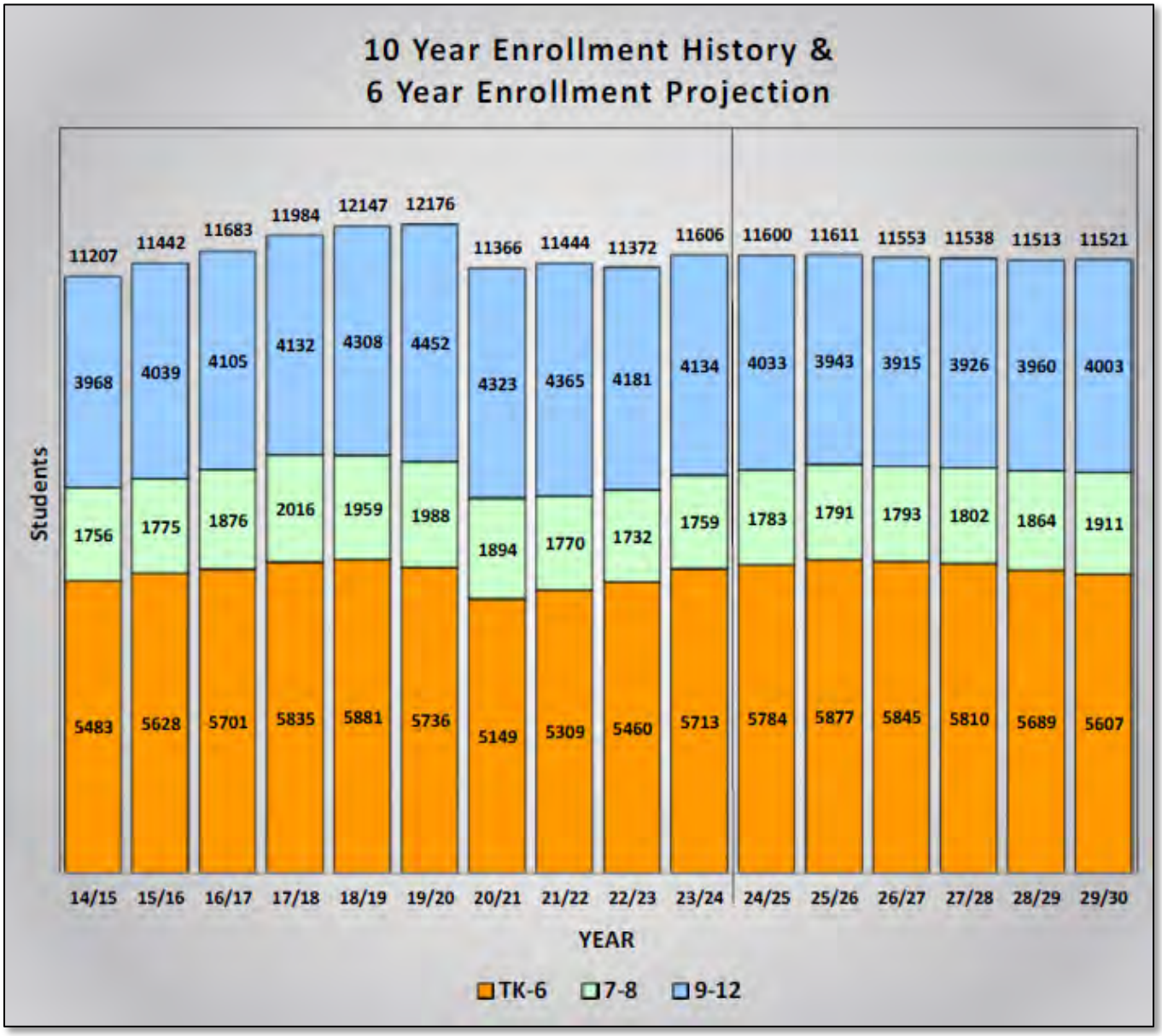
Student Generation Rates calculated by SchoolWorks, Inc., January 2024.

The Student Generation Rates used for facilities planning purposes may differ from the Generation Rates used when the District justifies developer fees, as developer fees typically only assess the number of students generated from development from the most recent 5-year period. For facilities planning purposes, the Student Generation Rate is based on a long-term assessment of the homes constructed in the District's boundaries and the number of students generated from such homes. This long-term approach more accurately captures the anticipated future student population.

Projected Enrollment

Historical enrollment in conjunction with anticipated students from new development over the study time period can be used to help project future enrollment, assuming that the trends of the past continue into the future. The SchoolWorks Demographic Study evaluated historical enrollment, birth rates in the District and the resulting Transitional Kindergarten and Kindergarten enrollment, grade to grade retention rates, and anticipated students from new development. The data was used to develop a 6 year enrollment projection by District school site. The results of this analysis are summarized in ***Figure 21***, which shows District enrollment over the past 10 years, with the projected enrollment over the next 6 years.

FIGURE 21



Source: Rocklin Unified School District Demographic Study, January 2024, prepared by SchoolWorks, Inc., excludes NPS and charter school students.

School Site Capacity

School capacities for facility planning purposes are computed on the basis of classroom space at each school site times a "loading factor." ***Table 2*** shows current loading standards for facilities planning purposes for the District.

TABLE 2

Loading Standards	
Grade Level	**Average Classroom Loading**
TK-3	24
4-6	28
7-8	28
9-12	32
SDC	13

Source: Rocklin USD

As shown in ***Table 3***, based on the loading standards identified in ***Table 2***, the District has capacity for approximately 13,400 students, with capacity of approximately 6,750 at the elementary school level, capacity of approximately 1,980 at the middle school level, and capacity of approximately 4,600 at the comprehensive high school level.

TABLE 3

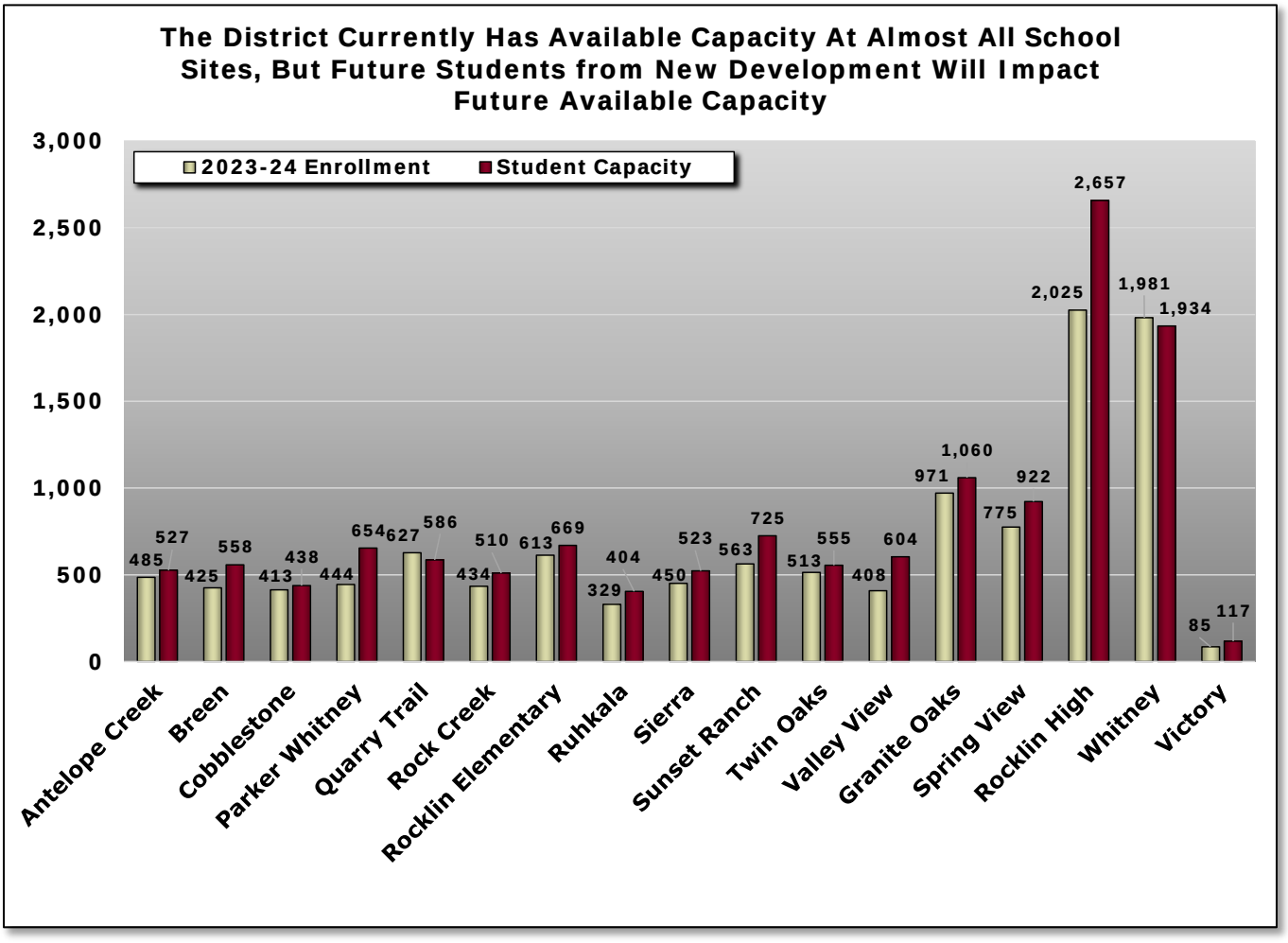
Student Capacity Summary						
School Site	Permanent Classrooms	Portable Classrooms	Total Classrooms	Loadable Classrooms*		Student Capacity
Antelope Creek	13	17	30	19		527
Breen	14	15	29	21		558
Cobblestone	14	14	28	16		438
Parker Whitney	24	14	38	25		654
Quarry Trail	29	0	29	22		586
Rock Creek	32	2	34	19		510
Rocklin Elementary	15	21	36	26		669
Ruhkala	15	5	20	16		404
Sierra	23	4	27	19		523
Sunset Ranch	33	3	36	28		725
Twin Oaks	14	16	30	20		555
Valley View	31	0	31	22		604
Granite Oaks	41	1	42	36		1,060
Spring View	23	15	38	32		922
Rocklin High	45	41	86	81		2,657
Whitney	58	6	64	58		1,934
Victory	5	4	9	9		117
Total	**429**	**178**	**607**	**469**		**13,443**

** Loadable classrooms account for classrooms used for alternative purposes such as RSP, Learning Resource Center, Science, etc.*

Source: Rocklin USD.

When looking on a site by site basis, comparing available capacity with the current non-charter student enrollment at each site, it appears that the District is operating under-capacity at all school sites except for Quarry Trail Elementary and Whitney High School, as shown in ***Chart 18***. However, the location of new development will impact many of the school sites with currently limited capacity.

CHART 18



At any given time during a school year, the "actual operating capacity" of a school will vary depending upon factors such as the number of students in a class, the lack of space elsewhere on campus for programs such as RSP, band, speech therapist and psychologist; or the number of Special Day Classes ("SDC") compared to traditional classes, to name a few. The available capacity of each school site has been adjusted to account for the spaces used for special programs on each campus.

When considering individual school sites, a few of the District's schools are projected to reach capacity over the next 6 to 10 years, based on the demographics study completed by SchoolWorks. Additionally, the location of each school site as compared to the location of the anticipated new development and resulting students greatly impacts the actual available capacity especially given the large geography covered by the District, especially at the elementary level. Although some elementary sites may have sufficient space to accommodate future student enrollment, the location of such sites limits the District's ability to adequately utilize this capacity.

The projected enrollment and available capacity at each school site was evaluated to determine whether school sites could accommodate the anticipated future student population. ***Table 4*** provides a summary of the capacity needs at each site to accommodate student enrollment based on

estimated enrollment projections. Three sites - Quarry Trail Elementary, Rocklin Elementary and Whitney High - will likely need to add classroom capacity to accommodate future students. Other sites have sufficient classrooms space to accommodate the anticipated future student population.

TABLE 4

Capacity Needs Summary By School Site

School Site	2023-24 Enrollment	Estimated 2029-30 Enrollment	Student Capacity	Excess / (Shortfall)
Antelope Creek	485	478	527	49
Breen	425	358	558	200
Cobblestone	413	399	438	39
Parker Whitney	444	468	654	186
Quarry Trail	627	707	586	(121)
Rock Creek	434	348	510	162
Rocklin Elementary	613	702	669	(33)
Ruhkala	329	388	404	16
Sierra	450	415	523	108
Sunset Ranch	563	513	725	212
Twin Oaks	513	490	555	65
Valley View	408	332	604	272
Granite Oaks	971	1,051	1,060	9
Spring View	775	846	922	76
Rocklin High	2,025	1,801	2,657	856
Whitney	1,981	2,082	1,934	(148)
Victory	85	79	117	38
RICA	45	44	-	-
Total	**11,586**	**11,501**	**13,443**	**1,986**

The facilities improvements identified later in this Report will address the improvements needed at those sites requiring additional capacity.

Transitional Kindergarten

In 2010, the State of California implemented the Kindergarten Readiness Act. It changed the Kindergarten entry day from December 2nd to September 1st so that most children are five years old when they start Kindergarten. The law also established Transitional Kindergarten (TK), a developmentally appropriate grade to serve our youngest learners with birthdays between September and December.

In 2021, Assembly Bill 130 was signed into law, which will gradually expand TK over a four-year period, between the 2022-23 to 2025-26 school years, until all 4 year olds have the opportunity to attend TK.

The District will need to provide specialized classroom space to accommodate future TK enrollment at all elementary school sites. Similar to Kindergarten classrooms, TK classrooms are typically larger sized rooms, including restrooms that are self-contained within the classroom or within the Kindergarten complex. Additionally, these rooms should be located near a designated Kindergarten play area and close to parent drop-off and bus loading area. Due to school site configurations, some schools may need to add classrooms specifically for the District's expanding TK program. It is anticipated that TK classrooms will need to be added to Rocklin Elementary over the next 5 years.

FACILITIES NEEDS ASSESSMENT BY SITE

The District's schools require varying degrees of improvement or modification to assure that they can adequately support student learning and respond to the District's programs in an effective and equitable way. Rainforth Grau Architects worked with District staff to evaluate each school site and identify needed capital projects.

Educational specifications link facility design to the educational program of the District and serve as documentation for the standards set forth by the District. The District's Educational Specifications for school design were updated in 2017, and included as ***Appendix B***. These Educational Specifications set forth capital project requirements in order to provide a framework for identifying needed school improvements. The information contained in the educational specifications helps in all phases of design and construction so that elements needed to support the curriculum are not lost in the process.

The facility needs identified in this assessment provide general recommendations related to the facilities improvements needed at each school site based on the condition of facilities as well as the parameters set forth in the District's Educational Specifications.

Projects identified in the needs assessment were grouped into 5 general categories:

- Health, Safety and Security
- Basic Modernization
- School Enhancements
- Building Replacements/Additions
- Site Improvements

These categories will be used by the District as part of the project prioritization process described later in the next section of this Report. The specific types of projects included in each category include:

- **Health, Safety and Security:** ADA compliance, reconfigure parking/drop-off, concrete and water intrusion repair, fire alarm system upgrades, door hardware replacement, cameras and security, intrusion alarm, back-up generators
- **Basic Modernization:** power distribution, technology infrastructure upgrades, low voltage upgrades, integrated clock system, VOIP phone system, HVAC upgrades, interior finishes, exterior finishes, lighting upgrades, roofing, remove external wall tile, replace windows
    - Includes improvements for both permanent and portable buildings
- **School Enhancements:** modern learning furniture, makers' space improvements, kitchen upgrades, outdoor learning areas, outdoor amphitheater, shade structures
- **Building Replacements/Additions:** new TK classrooms, new restroom facilities, portable classroom replacement, new classrooms, new support facilities
- **Site Improvements:** landscape and planter refresh, irrigation control upgrades, digital marquee, apparatus and play equipment upgrades, field or play area improvement/replacement, site lighting, paving, asphaltic concrete upgrades (hardcourts, parking, etc.), site lighting, infrastructure upgrades, parking, fencing, frontage upgrades, lawn reduction

This Facilities Master Plan will be updated periodically. As the plan evolves, more detailed information on project scope and anticipated costs can be included in the plan as well as conceptual architectural drawings and site improvement pictures.

ANTELOPE CREEK ELEMENTARY

- **Health, Safety and Security**
  - Including: ADA compliance, reconfiguration of parking/drop-off areas, fire alarm system upgrades, door hardware replacement, cameras and security, back-up generator
- **Basic Modernization**
  - Including: technology infrastructure upgrades, low voltage upgrades, HVAC upgrades, new interior finishes, new exterior finishes, lighting upgrades, roofing replacement, remove exterior wall tile, replace windows
    - Modernization of all permanent buildings and four (4) portable classrooms
- **School Enhancements**
  - Including: modern learning furniture, convert computer labs adjacent to library to makers' space and integrate with library, kitchen upgrades, new outdoor learning center, new outdoor amphitheater, shade structure
- **Building Replacements and Additions**
  - Including: replace 13 portable classrooms with new modular classroom building and related site improvements
- **Site Improvements**
  - Including: refresh landscaping and planters, irrigation control upgrade, apparatus and play equipment upgrade, paving, new TK/Kindergarten play area, site lighting, infrastructure upgrades, frontage upgrades, lawn reduction

Antelope Creek Elementary Master Plan Improvement Cost Estimates

Project Category	Estimated Improvement Cost (in 2024 Dollars)
Health, Safety & Security	$2,460,000
Basic Modernization	$7,110,000
School Enhancements	$2,190,000
Building Replacements & Additions	$6,330,000
Site Improvements	$3,740,000
Estimated Total Cost	**$21,830,000**

Proposed Master Planning Improvements

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
K	Kindergarten
TK	Transitional Kindergarten
B/A	Before / After School Program
OLC	Outdoor Learning Center
P	Portable Clasrooms
	Existing Portables to be Modernized
	Existing Portable - No Modernization
	New Portable Classroom
	Apparatus Updates
	Proposed Shade Structure
	New Landscaping Area
	Modernize / Update to 21st Century Standards
	AC Paving - Graded (A-E)

Keynotes

1. New portable buildings
2. Outdoor learning
3. Amphitheater
4. Convert Library to Makers' Space
5. Rework student drop / pick u
6. TK / K playground

Antelope Creek Elementary School

BREEN ELEMENTARY

- **Health, Safety and Security**
  - Including: ADA compliance, reconfigure parking/drop-off area, fire alarm system upgrades, door hardware replacement, cameras and security, back-up generator
- **Basic Modernization**
  - Including: technology infrastructure upgrades, low voltage upgrades, HVAC upgrades, new interior finishes, new exterior finishes, roofing replacement, remove exterior wall tile, replace windows, lighting upgrades
    - Modernization of all permanent buildings and three (3) portable classrooms
- **School Enhancements**
  - Including: modern learning furniture, convert computer labs adjacent to library to makers' space and integrate with library, kitchen upgrades, new outdoor learning center, new outdoor amphitheater, new shade structure
- **Building Replacements and Additions**
  - Including: replace 13 portable classrooms with new modular classroom building and related site improvements
- **Site Improvements**
  - Including: refresh landscaping and planters, irrigation control upgrade, digital marquee, apparatus and play equipment upgrades, paving, new TK/Kindergarten play area, site lighting, infrastructure upgrades, drainage and irrigation corrections, frontage upgrades, lawn reduction

Breen Elementary Master Plan Improvement Cost Estimates	
Project Category	**Estimated Improvement Cost (in 2024 Dollars)**
Health, Safety & Security	$2,430,000
Basic Modernization	$6,860,000
School Enhancements	$2,190,000
Building Replacements & Additions	$5,869,000
Site Improvements	$4,840,000
Estimated Total Cost	**$22,189,000**

Proposed Master Planning Improvements

Keynotes

1	New TK Play Area
2	Outdoor learning
3	Amphitheater
4	Convert Library to Makers' Space
5	Rework student drop / pick up
6	Bollards or barriers to restrict access
7	Correct drainage and irrigation issues
8	New portable building

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
K	Kindergarten
TK	Transitional Kindergarten
B/A	Before / After School Program
OLC	Outdoor Learning Center
P	Portable Classrooms
	Proposed Shade Structure
	New Landscaping Area
	Modernize / Update to 21st Century Standards
	AC Paving - Graded (A-E)
	Existing Portable to be modernized
	Existing Portable - No Modernization
	New portable building

COBBLESTONE ELEMENTARY

- **Health, Safety and Security**
  - Including: ADA compliance, reconfigure parking/drop-off area, fire alarm system upgrades, door hardware replacement, cameras and security, back-up generator
- **Basic Modernization**
  - Including: technology infrastructure upgrades, low voltage upgrades, HVAC upgrades, new interior finishes, new exterior finishes, upgrade lighting, roofing replacement, remove exterior wall tile, replace windows
    - Modernization of all permanent and portable buildings
- **School Enhancements**
  - Including: modern learning furniture, convert computer labs adjacent to library to makers' space and integrate with library, kitchen upgrades, new outdoor learning center, new outdoor amphitheater, new shade structure
- **Site Improvements**
  - Including: irrigation control upgrade, digital marquee, apparatus and play equipment upgrades, paving, new TK/Kindergarten play area, site lighting, infrastructure upgrades, repair concrete settlement/water intrusion, frontage upgrades, lawn reduction

Cobblestone Elementary Master Plan Improvement Cost Estimates	
Project Category	**Estimated Improvement Cost (in 2024 Dollars)**
Health, Safety & Security	$2,320,000
Basic Modernization	$8,410,000
School Enhancements	$2,170,000
Building Replacements & Additions	$0
Site Improvements	$4,610,000
Estimated Total Cost	**$17,510,000**

Proposed Master Planning Improvements

Legend

AD	Administration
CR	Classrooms
CO	District Charter Occupied
LB	Library
MP	Multipurpose
K	Kindergarten
B/A	Before / After School Program
OLC	Outdoor Learning Center
	Existing Portable to be Modernized
	Existing Portable - No Modernization
	Proposed Shade Structure
	New Landscaping Area
	Modernize / Update to 21st Century Standards
	AC Paving - Graded (A-F)
	New Site Flatwork
	Apparatus Updates

Keynotes

1	Add digital marquee
2	Expand Kindergarten yard
3	Address water intrusion and concrete settling at exterior wall
4	Convert Library to Makers' Space
5	Rework student drop / pick up
6	New Amphitheater with shade structure
7	Address path of travel and ramps
8	Rework drainage at landscaping
9	Higher fence at hardcourts
10	Improve area to TK/K Play Area

Cobblestone Elementary School

GRANITE OAKS MIDDLE

- **Health, Safety and Security**
  - Including: ADA compliance, fire alarm system upgrades, door hardware replacement, cameras and security, back-up generator
- **Basic Modernization**
  - Including: technology infrastructure upgrades, low voltage upgrades, HVAC upgrades, new interior finishes, new exterior finishes, upgrade lighting, roofing replacement, remove exterior wall tile, convert locker rooms to wrestling/team rooms, music upgrades
    - Modernization of all permanent buildings
- **School Enhancements**
  - Including: modern learning furniture, kitchen upgrades, new shade structure
- **Building Replacements and Additions**
  - Including: new locker/weight room, six (6) new modular classrooms
- **Site Improvements**
  - Including: irrigation control upgrade, digital marquee, site lighting, infrastructure upgrades, restroom upgrades, frontage upgrades, lawn reduction, refresh exiting field, refresh track

Granite Oaks Middle Master Plan Improvement Cost Estimates

Project Category	Estimated Improvement Cost (in 2024 Dollars)
Health, Safety & Security	$4,250,000
Basic Modernization	$20,280,000
School Enhancements	$1,720,000
Building Replacements & Additions	$6,650,000
Site Improvements	$4,480,000
Estimated Total Cost	**$37,380,000**

Proposed Master Planning Improvements

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
WR	Weight Room
ST	Storage

- New Permanent Building
- Existing Building Not Modernized
- New Portable Building
- Proposed Shade Structure
- Refresh Track and Field
- Modernize / Update to 21st Standards
- AC Paving - Graded (A-E)

Keynotes

1	Add digital marquee
2	Convert locker rooms to team rooms
3	New Portable Building
4	New Weight Room

Granite Oaks Middle School

PARKER WHITNEY ELEMENTARY

- **Health, Safety and Security**
  - Including: ADA compliance, door hardware replacement, cameras and security, back-up generator
- **Basic Modernization**
  - Including: technology infrastructure upgrades, low voltage upgrades, HVAC upgrades, new interior finishes, new exterior finishes, upgrade lighting, roofing replacement, repair wood siding, replace windows
    - Modernization of all permanent and portable buildings
- **School Enhancements**
  - Including: modern learning furniture, convert computer labs adjacent to library to makers' space and integrate with library, kitchen upgrades, upgrade lights and sound system in multi-purpose room, new outdoor learning center, new shade structure
- **Site Improvements**
  - Including: refresh landscaping and planters, irrigation control upgrade, digital marquee, apparatus and play equipment upgrades, paving, new TK/Kindergarten play area, site lighting, infrastructure upgrades, address drainage and grade change issues at administration building entry, frontage upgrades, lawn reduction

Parker Whitney Elementary Master Plan Improvement Cost Estimates	
Project Category	**Estimated Improvement Cost (in 2024 Dollars)**
Health, Safety & Security	$1,680,000
Basic Modernization	$9,540,000
School Enhancements	$1,980,000
Building Replacements & Additions	$0
Site Improvements	$4,530,000
Estimated Total Cost	**$17,730,000**

Proposed Master Planning Improvements

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
K	Kindergarten
B/A	Before / After School Program

- Existing Portable to be Modernized
- Existing Portable - No Modernization
- Proposed Shade Structure
- Apparatus Updates

- New Landscaping Area
- Modernize / Update to 21st Century Standards
- AC Paving - Graded (A-E)

Keynotes

1. Add digital marquee
2. New Outdoor Learning Center
3. Address drainage and grade change issues at Administration entry
4. Convert Library to Makers' Space

Parker Whitney Elementary School

QUARRY TRAIL ELEMENTARY

- **Health, Safety and Security**
  - Including: back-up generator
- **Basic Modernization**
  - Including: technology infrastructure upgrades
- **School Enhancements**
  - Including: new shade structure

Quarry Trail Elementary Master Plan Improvement Cost Estimates	
Project Category	**Estimated Improvement Cost (in 2024 Dollars)**
Health, Safety & Security	$420,000
Basic Modernization	$640,000
School Enhancements	$340,000
Building Replacements & Additions	$0
Site Improvements	$0
Estimated Total Cost	**$1,400,000**

Proposed Master Planning Improvements

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
K	Kindergarten
P	Portable Classroom
B/A	Before / After School Program
	Existing Permanent Building - No Modernization
	Existing Portable - No Modernization
	Proposed Shade Structure

ROCK CREEK ELEMENTARY

- **Health, Safety and Security**
  - Including: ADA compliance, door hardware replacement, cameras and security, back-up generator
- **Basic Modernization**
  - Including: technology infrastructure upgrades, low voltage upgrades, HVAC upgrades, new interior finishes, new exterior finishes, upgrade lighting, roofing replacement
    - Modernization of all permanent and portable buildings
- **School Enhancements**
  - Including: modern learning furniture, convert computer labs adjacent to library to makers' space and integrate with library, kitchen upgrades, new outdoor learning center, shade structure
- **Site Improvements**
  - Including: landscaping and planters, irrigation control upgrade, digital marquee, apparatus and play equipment upgrades, paving, site lighting, infrastructure upgrades, frontage upgrades, lawn reduction

Rock Creek Elementary Master Plan Improvement Cost Estimates	
Project Category	**Estimated Improvement Cost (in 2024 Dollars)**
Health, Safety & Security	$1,400,000
Basic Modernization	$9,170,000
School Enhancements	$1,940,000
Building Replacements & Additions	$0
Site Improvements	$5,260,000
Estimated Total Cost	**$17,770,000**

Proposed Master Planning Improvements

Keynotes

1	Add digital marquee
2	Convert Library to Makers' Space
3	Replace Hardcourt Pavement

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
K	Kindergarten
B/A	Before / After School Program
PS	Pre-School
P	Portable Classroom
OLC	Outdoor Learning Center
	Existing Portable to be Modernized
	Existing Portable - No Modernization
	Proposed Shade Structure
	New Landscaping Area
	Modernize / Update to 21st Century Standards
	AC Paving - Graded (A-E)
	Apparatus Updates

ROCKLIN ACADEMY

- **Health, Safety and Security**
  - Including: door hardware replacement, cameras and security, back-up generator
- **Basic Modernization**
  - Including: technology infrastructure upgrades, HVAC upgrades, new interior finishes, new exterior finishes, upgrade lighting, roofing replacement
    - Modernization of permanent and four (4) portable buildings
- **School Enhancements**
  - Including: new outdoor learning center, new shade structure
- **Site Improvements**
  - Including: digital marquee, apparatus and play equipment upgrade

Rocklin Academy Master Plan Improvement Cost Estimates

Project Category	Estimated Improvement Cost (in 2024 Dollars)
Health, Safety & Security	$900,000
Basic Modernization	$3,370,000
School Enhancements	$630,000
Building Replacements & Additions	$0
Site Improvements	$250,000
Estimated Total Cost	**$5,150,000**

Proposed Master Planning Improvements

Legend

AD	Administration
CR	Classrooms
CO	Charter Occupied
LB	Library
MP	Multipurpose
K	Kindergarten
B/A	Before / After School Program
PS	Pre-School
P	Portable Classroom
OLC	Outdoor Learning Center
	Proposed Shade Structure
	New Landscaping Area

- No Modernization
- Modernize / Update to 21st Century Standards
- Existing Portable to be Modernized
- AC Paving - Graded (A-E)

Keynotes

1	Add digital marquee

ROCKLIN ELEMENTARY

- **Health, Safety and Security**
  - Including: ADA compliance, reconfigure parking/drop-off at frontage, fire alarm system upgrades, door hardware replacement, cameras and security, back-up generator
- **Basic Modernization**
  - Including: technology infrastructure upgrades, low voltage upgrades, HVAC upgrades, new interior finishes, new exterior finishes, upgrade lighting, roofing replacement, replace windows
    - Modernization of all permanent and portable buildings
- **School Enhancements**
  - Including: modern learning furniture, convert computer labs adjacent to library to makers' space and integrate with library, kitchen upgrades, new shade structure, develop outdoor nature area
- **Building Replacements and Additions**
  - Including: replace 20 portables with new modular classrooms and related site improvements
- **Site Improvements**
  - Including: refresh landscaping and planters, irrigation control upgrade, apparatus and play equipment upgrades, paving, site lighting, infrastructure upgrades, replace field irrigation, frontage upgrades, lawn reduction, field refresh

Rocklin Elementary Master Plan Improvement Cost Estimates	
Project Category	**Estimated Improvement Cost (in 2024 Dollars)**
Health, Safety & Security	$2,670,000
Basic Modernization	$12,990,000
School Enhancements	$1,770,000
Building Replacements & Additions	$11,200,000
Site Improvements	$4,100,000
Estimated Total Cost	**$32,730,000**

Proposed Master Planning Improvements

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
K	Kindergarten
O	Office
B/A	Before / After School Program
P	Portable Classroom
T	Toilets
	Existing Portable to be modernized
	Existing Portable - No Modernization
	New portable building
	New portable TK Classroom
	Proposed Shade Structure
	Modernize / Update to 21st Century Standards
	AC Paving - Graded (A-E)
	Apparatus Updates

Keynotes

1	Add (2) TK Classrooms
2	Convert Library to Makers' Space
3	Rework student drop / pick up
4	Bollards or barriers to restrict access
5	Replace Hardcourt Pavement
6	Develop Outdoor Nature Area
7	Refresh Field

ROCKLIN HIGH

- **Health, Safety and Security**
  - Including: ADA compliance, reconfigure parking/drop-off area, door hardware replacement, cameras and security, back-up generators (including one for kitchen)
- **Basic Modernization**
  - Including: technology infrastructure upgrades, low voltage upgrades, HVAC upgrades, new interior finishes, new exterior finishes, upgrade lighting, roofing replacement, repair beam damage
    - Modernization of all permanent and portable buildings
- **School Enhancements**
  - Including: modern learning furniture, kitchen upgrades, new outdoor learning center, new shade structure
- **Building Replacements and Additions**
  - Including: new gymnasium addition with fitness center and weight room, new performing arts building and related site work
- **Site Improvements**
  - Including: refresh landscaping and planters, irrigation control upgrade, play field refresh, digital marquee, scoreboard replacement, infrastructure upgrades, new parking area, expand pool to 50 meters, replace pool house, replace pool deck and bleachers, frontage upgrades, lawn reduction

Rockln High Master Plan Improvement Cost Estimates	
Project Category	**Estimated Improvement Cost (in 2024 Dollars)**
Health, Safety & Security	$6,030,000
Basic Modernization	$36,400,000
School Enhancements	$3,200,000
Building Replacements & Additions	$59,090,000
Site Improvements	$22,690,000
Estimated Total Cost	**$127,410,000**

Proposed Master Planning Improvements

Keynotes

1	New fabric shade structure
2	Reconfigure parking lot into bus loop
3	Field Scoreboards
4	New 50-Meter Pool
5	Resurface pool deck and replace gutter
6	Rework student drop / pick up
7	Add Wrestling Room (4 modules long)
8	New Digital Marquee Sign
9	New performance art building (500 Seats)
10	New gym addition (Demo Aux Gym)
11	New pool equip. building
12	New parking lot
13	New fitness center w/ weight room and lockers - (5,000 SF)
14	Modernize existing classrooms
15	Outdoor learning quad
16	Regrade / Refresh grass fields for proper drainage

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
PL	Pool House and Mechanical Room
TB	Ticket Booth
WR	Wrestling Room
	Proposed New Building (SQ FT / # CR)
	Proposed Shade Structure
	New Synthetic Field
	New Landscaping Area
	Modernize / Update to 21st Standards
	AC Paving - Graded (A-E)
	New Site Flatwork
	New Equipment
	Existing Site-built Portable Building to be Modernized

RUHKALA ELEMENTARY

- **Health, Safety and Security**
  - Including: ADA compliance, fire alarm system upgrades, cameras and security, back-up generator
- **Basic Modernization**
  - Including: technology infrastructure upgrades, low voltage upgrades, HVAC upgrades, new interior finishes, new exterior finishes, upgrade lighting, roofing replacement
    - Modernization of all permanent buildings
- **School Enhancements**
  - Including: modern learning furniture, convert computer labs adjacent to library to makers' space and integrate with library, kitchen upgrades, new outdoor learning center, new shade structure
- **Site Improvements**
  - Including: refresh landscaping and planters, irrigation control upgrade, digital marquee, apparatus and play equipment upgrades, paving, site lighting, infrastructure upgrades, field drainage improvements, frontage upgrades, lawn reduction

Ruhkala Elementary Master Plan Improvement Cost Estimates	
Project Category	**Estimated Improvement Cost (in 2024 Dollars)**
Health, Safety & Security	$1,590,000
Basic Modernization	$5,680,000
School Enhancements	$1,470,000
Building Replacements & Additions	$0
Site Improvements	$3,590,000
Estimated Total Cost	**$12,330,000**

Proposed Master Planning Improvements

Legend

AD	Administration
CR	Classrooms
CO	Charter Occupied
LB	Library
MP	Multipurpose
K	Kindergarten
B/A	Before / After School Program
PS	Pre-School
P	Portable Classroom
OLC	Outdoor Learning Center
	Proposed Shade Structure
	New Landscaping Area

- Apparatus Updates
- Modernize / Update to 21st Century Standards
- Existing Portable to be Modernized
- Existing Portable - No Modernization
- AC Paving - Graded (A-E)

Keynotes

1	Add digital marquee
2	Convert Library to Makers' Space
3	Rework drainage at fields
4	Replace AC paving at hardcourts

Ruhkala Elementary School

SIERRA ELEMENTARY

- **Health, Safety and Security**
  - Including: ADA compliance, reconfigure parking/drop-off areas, fire alarm system upgrades, door hardware replacement, cameras and security, back-up generator
- **Basic Modernization**
  - Including: technology infrastructure upgrades, low voltage upgrades, HVAC upgrades, new interior finishes, new exterior finishes, upgrade lighting, roofing replacement
    - Modernization of all permanent and portable buildings
- **School Enhancements**
  - Including: modern learning furniture, convert computer labs adjacent to library to makers' space and integrate with library, kitchen upgrades, new outdoor learning center, new shade structure
- **Site Improvements**
  - Including: refresh landscaping and planters, irrigation control upgrade, digital marquee, apparatus and play equipment upgrades, site lighting, infrastructure upgrades, frontage upgrades, lawn reduction

Sierra Elementary Master Plan Improvement Cost Estimates	
Project Category	**Estimated Improvement Cost (in 2024 Dollars)**
Health, Safety & Security	$2,200,000
Basic Modernization	$7,860,000
School Enhancements	$1,720,000
Building Replacements & Additions	$0
Site Improvements	$2,410,000
Estimated Total Cost	**$14,190,000**

Proposed Master Planning Improvements

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
B/A	Before / After School Program
OLC	Outdoor Learning Center
P	Portable Classroom
	Proposed New Building (# CR)
	Proposed Shade Structure
	New Landscaping Area
	Apparatus Updates
	Modernize / Update to 21st Century Standards
	Existing Portable to be Modernized
	Existing Portable - No Modernization

Keynotes

1	Add digital marquee
2	Convert Library to Makers' Space
3	Rework student drop / pick up

Sierra Elementary School

SPRING VIEW MIDDLE

- **Health, Safety and Security**
  - Including: ADA compliance, fire alarm system upgrades, door hardware replacement, cameras and security, back-up generator
- **Basic Modernization**
  - Including: technology infrastructure upgrades, low voltage upgrades, HVAC upgrades, new interior finishes, new exterior finishes, upgrade lighting, roofing replacement, existing plaster repair, replace windows
    - Modernization of all permanent and portable buildings
- **School Enhancements**
  - Including: modern learning furniture, kitchen upgrades, new outdoor learning center, new shade structure, convert existing locker room to team rooms
- **Building Replacements and Additions**
  - Including: new locker room/weight room
- **Site Improvements**
  - Including: refresh landscaping and planters, irrigation control upgrade, digital marquee, paving, site lighting, infrastructure upgrades, frontage upgrades, lawn reduction, refresh field, refresh track

Spring View Middle Master Plan Improvement Cost Estimates

Project Category	Estimated Improvement Cost (in 2024 Dollars)
Health, Safety & Security	$4,090,000
Basic Modernization	$17,740,000
School Enhancements	$2,550,000
Building Replacements & Additions	$3,880,000
Site Improvements	$3,200,000
Estimated Total Cost	**$31,460,000**

Proposed Master Planning Improvements

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
P	Portable Classroom
WR	Weight Room
	Existing Portables to be Modernized
	Proposed Shade Structure
	Refresh Existing Track and Field
	New Landscaping Area
	Modernize / Update to 21st Century Standards
	AC Paving - Graded (A-E)
	New Permanent Building

Keynotes

1	Add digital marquee
2	Outdoor learning
3	Convert locker rooms to team rooms
4	New Locker room and Weight Room
5	Modernize portable classrooms
6	Rework student drop / pick up

Spring View Middle School

SUNSET RANCH ELEMENTARY

- **Health, Safety and Security**
  - Including: ADA compliance, fire alarm system upgrades, door hardware replacement, cameras and security, back-up generator
- **Basic Modernization**
  - Including: technology infrastructure upgrades, low voltage upgrades, HVAC upgrades, new interior finishes, new exterior finishes, upgrade lighting, roofing replacement
    - Modernization of all permanent buildings
- **School Enhancements**
  - Including: modern learning furniture, convert computer labs adjacent to library to makers' space and integrate with library, kitchen upgrades, new outdoor learning center
- **Site Improvements**
  - Including: refresh landscaping and planters, irrigation control upgrade, digital marquee, apparatus and play equipment upgrades, paving, new TK/Kindergarten play area, site lighting, infrastructure upgrades, higher fence at hardcourts, frontage upgrades, lawn reduction

Sunset Ranch Elementary Master Plan Improvement Cost Estimates

Project Category	Estimated Improvement Cost (in 2024 Dollars)
Health, Safety & Security	$2,330,000
Basic Modernization	$8,980,000
School Enhancements	$1,380,000
Building Replacements & Additions	$0
Site Improvements	$3,720,000
Estimated Total Cost	**$16,410,000**

Proposed Master Planning Improvements

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
K	Kindergarten
OLC	Outdoor Learning Center
B/A	Before / After School Program
PS	Pre-School
P	Portable Classroom
	Proposed Shade Structure
	New Landscaping Area
	AC Paving - Graded (A-E)
	Apparatus Updates
	Modernize / Update to 21st Century Standards
	Existing Portable - No Modernization

Keynotes

1	Add digital marquee
2	Convert Library to Makers' Space
3	Add more grass to kinder yard
4	Higher fence at hardcourts

Sunset Ranch Elementary School

TWIN OAKS ELEMENTARY

- **Health, Safety and Security**
  - Including: ADA compliance, reconfigure parking/drop-off areas, fire alarm system upgrades, door hardware replacement, cameras and security, back-up generator
- **Basic Modernization**
  - Including: technology infrastructure upgrades, low voltage upgrades, HVAC upgrades, new interior finishes, new exterior finishes, upgrade lighting, roofing replacement, remove exterior tile
    - Modernization of all permanent buildings
- **School Enhancements**
  - Including: modern learning furniture, convert computer labs adjacent to library to makers' space and integrate with library, kitchen upgrades, new outdoor learning center, new shade structure, add seating to amphitheater
- **Building Replacements and Additions**
  - Including: replace eight (8) portable classrooms with new modular classrooms and related site work
- **Site Improvements**
  - Including: refresh landscaping and planters, irrigation control upgrade, digital marquee, apparatus and play equipment upgrades, paving, site lighting, infrastructure upgrades, enlarge staff parking lot, new quad site improvements, frontage upgrades, lawn reduction

Twin Oaks Elementary Master Plan Improvement Cost Estimates

Project Category	Estimated Improvement Cost (in 2023 Dollars)
Health, Safety & Security	$2,400,000
Basic Modernization	$5,750,000
School Enhancements	$2,010,000
Building Replacements & Additions	$3,900,000
Site Improvements	$4,890,000
Estimated Total Cost	**$18,950,000**

Proposed Master Planning Improvements

Keynotes

1	Add digital marquee
2	Outdoor learning
3	Amphitheater with shade structure
4	Convert Library to Makers' Space
5	Rework student drop / pick up
6	Bollards or barriers to restrict access
7	New parking lot
8	Add new portable classrooms

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
K	Kindergarten
TK	Transitional Kindergarten
B/A	Before / After School Program
OLC	Outdoor Learning Center
P	Portable Classroom
T	Toilets
	Existing Portable to be Modernized
	New Portable Building
	Proposed Shade Structure
	New Landscaping Area
	Modernize / Update to 21st Standards
	AC Paving - Graded (A-E)
	Apparatus Updated

VALLEY VIEW ELEMENTARY

- **Health, Safety and Security**
  - Including: ADA compliance, reconfigure parking/drop-off area, fire alarm system upgrades, door hardware replacement, cameras and security, back-up generator
- **Basic Modernization**
  - Including: technology infrastructure upgrades, low voltage upgrades, HVAC upgrades, new interior finishes, new exterior finishes, upgrade lighting, roofing replacement
    - Modernization of all permanent buildings
- **School Enhancements**
  - Including: modern learning furniture, convert computer labs adjacent to library to makers' space and integrate with library, kitchen upgrades, new outdoor learning center, new shade structure
- **Site Improvements**
  - Including: refresh landscaping and planters, irrigation control upgrade, digital marquee, apparatus and play equipment upgrade, paving, site lighting, infrastructure upgrades, landscaping modifications, frontage upgrades, lawn reduction, add large gate from fields to park

Valley View Elementary Master Plan Improvement Cost Estimates

Project Category	Estimated Improvement Cost (in 2024 Dollars)
Health, Safety & Security	$2,510,000
Basic Modernization	$8,480,000
School Enhancements	$1,600,000
Building Replacements & Additions	$0
Site Improvements	$4,660,000
Estimated Total Cost	**$17,250,000**

Proposed Master Planning Improvements

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
K	Kindergarten
B/A	Before / After School Program
OLC	Outdoor Learning Center
	Existing Portable - No Modernization
	Proposed Shade Structure
	New Landscaping Area
	Modernize / Update to 21st Standards
	AC Paving - Graded (A-E)
	Apparatus Updates

Keynotes

1	Add digital marquee
2	Replace Hardcourt Pavement
3	Rework student drop / pick up
4	Add large gate from fields to park

VICTORY HIGH / ROCKLIN ALTERNATIVE EDUCATION CENTER

- **Health, Safety and Security**
  - Including: ADA compliance, fire alarm system upgrades, door hardware replacement, cameras and security, back-up generator
- **Basic Modernization**
  - Including: technology infrastructure upgrades, low voltage upgrades, HVAC upgrades, new interior finishes, new exterior finishes, upgrade lighting, roofing replacement
    - Modernization of all permanent and portable buildings
- **School Enhancements**
  - Including: modern learning furniture, kitchen upgrades, new shade structure
- **Building Replacements and Additions**
  - Including: new modular classroom and related site work
- **Site Improvements**
  - Including: refresh landscaping and planters, irrigation control upgrade, digital marquee, site lighting, infrastructure upgrades, frontage upgrades, lawn reduction

Victory High Master Plan Improvement Cost Estimates	
Project Category	**Estimated Improvement Cost (in 2024 Dollars)**
Health, Safety & Security	$1,170,000
Basic Modernization	$3,740,000
School Enhancements	$670,000
Building Replacements & Additions	$1,360,000
Site Improvements	$980,000
Estimated Total Cost	**$7,920,000**

Proposed Master Planning Improvements

Legend

AD	Administration
CR	Classrooms
CO	Charter Occupied
LB	Library
MP	Multipurpose
	Proposed New Portables
	Existing Portables to be Modernized
	New Landscaping Area
	Modernize / Update to 21st Century Standards
	AC Paving - Graded (A-E)
	Shade Structure
	New Site Flatwork

Keynotes

1	Add digital marquee
2	New portable restroom
3	New 18-23 Transition Program

Victory High School

WHITNEY HIGH

- **Health, Safety and Security**
  - Including: ADA compliance, fire alarm system upgrades, door hardware replacement, cameras and security, back-up generators (including one for server room and one for the kitchen)
- **Basic Modernization**
  - Including: technology infrastructure upgrades, low voltage upgrades, HVAC upgrades, new interior finishes, new exterior finishes, upgrade lighting, roofing replacement, ladder to high roof on gymnasium, repair water intrusion on south windows, reconfigure shop room
    - Modernization of all permanent buildings and two (2) portable classrooms
- **School Enhancements**
  - Including: modern learning furniture, kitchen upgrades, shade structure
- **Building Replacements and Additions**
  - Including: new wrestling room
- **Site Improvements**
  - Including: refresh landscaping and planters, irrigation control upgrade, digital marquee, replace all-weather turf field, overlay synthetic track, site lighting, infrastructure upgrades, replace pool house, modernize pool deck, high fencing at ball fields, multi-purpose room serving line redesign, replace scoreboard, rehab athletic field grass and irrigation, frontage upgrades, lawn reduction

Whitney High Master Plan Improvement Cost Estimates

Project Category	Estimated Improvement Cost (in 2024 Dollars)
Health, Safety & Security	$10,460,000
Basic Modernization	$38,280,000
School Enhancements	$2,470,000
Building Replacements & Additions	$880,000
Site Improvements	$23,000,000
Estimated Total Cost	**$75,090,000**

Proposed Master Planning Improvements

Legend

AD	Administration
CR	Classrooms
LB	Library
MP	Multipurpose
KT	Kitchen and Serving Lines
PL	Pool Mechanical Room
TB	Ticket Booth
P	Portable Classroom
WR	Wrestling Room
	Proposed Shade Structure
10	New Synthetic Field

- Portable Building - No Modernization
- Portable Building to be Modernized
- New Landscaping Area
- Modernize / Update to 21st Century Standards
- AC Paving - Graded (A-E)
- New Portable Building

Keynotes

1	Add digital marquee
2	Landscape to block sunlight into attendance windows
3	Replace Field and Recoat Track
4	Add Wrestling Room (4 modules long)
5	Reroof Buildings
6	New fence 18" higher to deter access
7	Reconfigure Kitchen service lines and update finishes
8	Upgrade Pool Equipment
9	Reconfigure shop room
10	Resurface pool deck

Whitney High School

DISTRICT SUPPORT FACILITIES (DISTRICT OFFICE / NUTRITION / MAINTENANCE AND OPERATIONS / TRANSPORTATION)

- **Health, Safety and Security**
  - Including: ADA compliance, fire alarm system upgrades, door hardware replacement, cameras and security
- **Basic Modernization**
  - Including: technology infrastructure upgrades, low voltage upgrades, HVAC upgrades, new interior finishes, new exterior finishes, upgrade lighting, roofing replacement
- **Site Improvements**
  - Including: refresh landscaping and planters, irrigation control upgrade, site lighting, infrastructure upgrades

District Support Facilities Master Plan Improvement Cost Estimates

Project Category	Estimated Improvement Cost (in 2024 Dollars)
Health, Safety & Security	$1,820,000
Basic Modernization	$10,980,000
School Enhancements	$0
Building Replacements & Additions	$0
Site Improvements	$1,180,000
Estimated Total Cost	**$13,980,000**

Proposed Master Planning Improvements

Legend

Existing Permanent Building with Improvements

Key Improvements

Exterior Improvements
Interior Improvements
Systems Upgrades
Site Improvements

Proposed Master Planning Improvements

Legend

Existing Permanent Building with Improvements

Key Improvements

Exterior Improvements
Interior Improvements
Systems Upgrades
Site Improvements

Proposed Master Planning Improvements

Legend

Existing Permanent Building with Improvements

Key Improvements

Exterior Improvements
Interior Improvements
Systems Upgrades
Site Improvements

Code Compliance and Necessary Projects

One item that is often overlooked within the planning and costing of modernization and additional construction on existing sites are the ***requirements*** to adhere the site to the current codes of the Americans with Disabilities Act (ADA), and also the ***requirement*** of certifying any non-closed out construction projects through the Division of the State Architect (DSA).

ADA Compliance

California's Building Standards Codes (Physical Access Regulations) are found in Title 24 of the California Code of Regulations (CCR) and are designed to comply with the requirements of the Americans with Disabilities Act (ADA) and State statutes. These regulations are applicable to each public school site in California. Sections 4450 et seq. of the Government Code ensure that where state funds are used for the construction or alteration of any public building or facility or where the funds of counties, municipalities, or other political subdivisions are utilized for the construction or alteration of school buildings and facilities that the plans and specifications for such buildings and facilities are reviewed by the Division of the State Architect (DSA) and certified to be in compliance with California law requiring access for persons with disabilities. Often Districts will encounter issues with compliance to this code simply because they are modernizing sites that were constructed prior to the 1990 adoption of the regulations. In essence, any time any changes are made to a school site, access compliance must be reviewed and brought to current code from parking lots, to restrooms, to the area of construction. This often will take a very small project and make the costs and scope much larger than originally intended.

Many of the District sites, during the process of improvements or construction, will need to have ADA improvements made to them that will indeed increase the cost of the project. It is important that the District have full knowledge of the possible costs and scope increase on their projects, and also for the District to have a plan of transition to making all the sites ADA compliant. As the District's architects formulate plans for various sites, they will also evaluate the ADA compliance in relation to the work being required. It is important that the District continue to convey to site staff and the community that they are taking proactive steps to make all sites ADA compliant.

Summary of FMP Improvement Cost Estimates for All Sites

Estimating Capital Costs

Included with the capital improvement needs identified for each school site are estimated project costs. The cost estimate is an effort to monetize improvements identified through the Facility Needs Assessment in a general methodology to provide a total FMP cost. The total estimate presented is significant as it includes all improvements identified to enhance the school facilities while also addressing major identified needs and wants. While many items are required and critical to ongoing operations, some items are upgrades and/or improvements that may be considered optional or unnecessary.

The estimate is not an exact cost and is not based on detailed scopes of work or architectural drawings. Rather, it is an estimate of costs for identified scopes by basic categories that are common to school construction. For example, for Americans with Disabilities Act (ADA) work at one of the sites, described in more detail later in this Report, an allowance of $0.45 per square foot of site area

was identified as a reasonable cost based on the experience of the District's Architect, Rainforth Grau. Some sites will need more ADA work, some will need less. But this provides for probable costs for improvements that will be necessary by code.

For the facilities improvements identified in this Master Plan, it is important to understand some of the assumptions made as well as what is included and what is excluded. These following items have been considered:

- Span of the Facilities Master Plan: The plan addresses needs over the next 10 years. Therefore, anything anticipated as needed within this period (i.e., HVAC replacement) is included.
- Life expectancy of systems: Normal school life spans for certain systems including HVAC, lighting and roofing are assumed.
- Aligning projected enrollment with capacity: The facilities needs assessment includes replacing only the number of classrooms necessary to house the projected enrollment at each school site. As some sites have more classrooms than needed, excess portable classrooms may be left in place but will not be replaced or modernized.
- Furniture & Equipment: Normally classified as a soft cost, the cost estimates include furniture for the classrooms as it is integral to advancing classrooms to modern standards.
- Soft Costs: These are expenses related to project work outside of construction. They can range from 30%-35% and have been included in the estimate. They typically include: geotechnical/geohazard investigation, topographic surveying, architectural/engineering fees, DSA and CDE plan review fees, local fire department fees, project inspection costs, special materials testing and inspection, and contingency of 10% of the hard construction costs.

Cost Escalation Since 2018

When comparing the cost of projects set forth in this updated Master Plan as compared to the District's 2018 plan, there is significant cost escalation applied. Construction costs for public schools over the past five years have far exceeded historic averages resulting in price-shock throughout the industry. In particular, increases in 2021 and 2022 were unprecedented and have drastically impacted today's costs. The question being asked over and over by public officials is "*how can that possibly cost so much*?".

There are many factors that affect school construction costs far beyond the control of planners, architects, and builders. Key factors Influencing construction cost increases:

1. **Material Costs**: Fluctuations in the prices of construction materials, such as steel, lumber, concrete, and insulation.

2. **Supply Chain Disruptions**: Lockdowns, travel restrictions, and factory closures disrupted global supply chains, leading to shortages of construction materials such as lumber, steel, and concrete. Reduced production capacity and transportation challenges contributed to increased material costs. This is also delaying construction in many instances adding to the duration of a project.

3. **Labor Costs**: Demand for skilled labor, wage increases, and labor shortages.

4. **Regulations and Codes**: Changes in building codes, safety regulations, and environmental requirements. In particular for schools, implementation and changes to the Green Building Code including solar requirements, increases in energy efficiency standards and EV parking. Electrification is also increasing costs as power demand is higher and more costly.

5. **Economic Conditions**: Economic trends, inflation rates, and interest rates.

6. **Volume of Construction Activity**: The amount of school construction throughout California is significant, reducing competition, especially at subcontractor levels.

7. **Uncertainty and Volatility**: The uncertainty surrounding the pandemic and its economic impact caused fluctuations in material prices and labor availability, making it challenging to accurately estimate and budget for construction projects. While the current real impact is very limited, concerns remain, and contractors are cautious.

Historically, construction costs have escalated between 3% - 3.5% per year. This matches general inflation levels and has been relatively stable over time. At historic rates, using 3.25% compounded over 5 years, a normal increase would be 17%.

One of the best sources for escalation data is the California Construction Cost Index (CCCI). It is commonly used by the California Department of General Services (DGS) and other agencies to monitor trends in construction pricing. The index considers factors such as labor, materials, and equipment costs that contribute to the overall cost of construction projects.

The current CCCI data between 2018 and 2023 for a single year range from 2.8% to 13.4%. ***The compounded affect over the past 5 years totals approximately 44%*** (August 2018 through August 2023 as indicated by the index). This is more than double the historic average.

As an example of this impact, the 2018 FMP was estimated at $478,000,000 (excluding the cost to construct Quarry Trail Elementary). Inflated by the historic rate of 17%, the figure today would be $559,000,000. Inflated by the actual recent rate of 44%, this figure would be $688,000,000.

Based on the actual inflation adjustment, the 2024 total estimated cost is actually less than the 2018 total cost.

Future Cost Expectations

While the future certainly is impossible to predict, some estimating consultants believe a correction is forthcoming, the extent and timing unknown. There have been spikes before, and corrections, as well.

The single greatest factor which will affect future costs is the volume of projects. Current school construction is at a very high level funded, funded by both existing state and local bonds. This includes modernizations and new school construction (new facilities driven by growth in specific areas and replacement of existing buildings and schools considered too old to modernize).

Until demand reverses course, there is little reason to expect any real cost relief. However, history does demonstrate that demand will decrease at some point and corrections will follow.

Changes to the FMP Scope of Work

There have been additions and deletions to the 2018 FMP document that reflect changes in needs, wants, programs and work completed. These changes reflect additional work identified (i.e., infrastructure upgrades or buildings reaching modernization age) as well as work accomplished or removed (i.e., Quarry Trail Elementary construction or HVAC replacement completed by District). This is normal and is why master plans are updated at regular intervals.

The changes are both big and small, and not evenly distributed. This is a result of a series of reviews and scrutiny of each, and every item included. It also reflects changes identified along the way which were important to include. This does not mean the FMP is without some errors, as to create a perfect document is nearly impossible.

Examples of scope reductions:

- Construction of Quarry Trail Elementary School
- Installation of fire alarm systems at several schools
- Ongoing installations of HVAC replacement

Examples of scope additions:

- Infrastructure upgrades to address aging systems
- Apparatus and play equipment upgrades
- Kitchen upgrades (equipment, hoods)
- Back-up generators

Total Capital Need

In total, ***approximately $525 million of capital needs*** (in 2024 dollars) have been identified at the District's school sites. ***Figure 43*** provides an overview of the estimated costs for the improvements to existing school sites.

FIGURE 43

Rocklin Unified School District Summary of Facilities Master Plan Improvement Cost Estimates for All Sites						
School Site	**Health, Safety & Security**	**Basic Modernization**	**School Enhancements**	**Building Replacements & Additions**	**Site Improvements**	**Total**
Antelope Creek Elementary	$2,460,000	$7,110,000	$2,190,000	$6,330,000	$3,740,000	**$21,830,000**
Breen Elementary	$2,430,000	$6,860,000	$2,190,000	$5,869,000	$4,840,000	**$22,189,000**
Cobblestone Elementary	$2,320,000	$8,410,000	$2,170,000	$0	$4,610,000	**$17,510,000**
Granite Oaks Middle	$4,250,000	$20,280,000	$1,720,000	$6,650,000	$4,480,000	**$37,380,000**
Parker Whitney Elementary	$1,680,000	$9,540,000	$1,980,000	$0	$4,530,000	**$17,730,000**
Quarry Trail Elementary	$420,000	$640,000	$340,000	$0	$0	**$1,400,000**
Rock Creek Elementary	$1,400,000	$9,170,000	$1,940,000	$0	$5,260,000	**$17,770,000**
Rocklin Academy	$900,000	$3,370,000	$630,000	$0	$250,000	**$5,150,000**
Rocklin Elementary	$2,670,000	$12,990,000	$1,770,000	$11,200,000	$4,100,000	**$32,730,000**
Rocklin High	$6,030,000	$36,400,000	$3,200,000	$59,090,000	$22,690,000	**$127,410,000**
Ruhkala Elementary	$1,590,000	$5,680,000	$1,470,000	$0	$3,590,000	**$12,330,000**
Sierra Elementary	$2,200,000	$7,860,000	$1,720,000	$0	$2,410,000	**$14,190,000**
Spring View Middle	$4,090,000	$17,740,000	$2,550,000	$3,880,000	$3,200,000	**$31,460,000**
Sunset Ranch Elementary	$2,330,000	$8,980,000	$1,380,000	$0	$3,720,000	**$16,410,000**
Twin Oaks Elementary	$2,400,000	$5,750,000	$2,010,000	$3,900,000	$4,890,000	**$18,950,000**
Valley View Elementary	$2,510,000	$8,480,000	$1,600,000	$0	$4,660,000	**$17,250,000**
Victory High	$1,170,000	$3,740,000	$670,000	$1,360,000	$980,000	**$7,920,000**
Whitney High	$10,460,000	$38,280,000	$2,470,000	$880,000	$23,000,000	**$75,090,000**
District Support Facilities	$1,820,000	$10,980,000	$0	$0	$1,180,000	**$13,980,000**
Districtwide HVAC Replacement	$0	$15,000,000	$0	$0	$0	**$15,000,000**
Total	**$53,130,000**	**$237,260,000**	**$32,000,000**	**$99,159,000**	**$102,130,000**	**$523,679,000**

PROJECT PRIORITIZATION

The District developed a comprehensive process to establish how projects would be prioritized. With limited financial resources and a long list of capital project needs, it is apparent that the District will not be able to complete all projects immediately. As such, a formula based approach will provide a fair and equitable project implementation plan.

The project prioritization formula is intended to be a guide for project implementation. However, it is important to keep in mind that the policy needs and goals of the District change. As such, there may be instances where the actual funded improvements differ from the top projects identified by the prioritization formula depending on the actual circumstances of the District. It is not the intent of this Master Plan to limit the District's ability to complete necessary projects.

The actual formula is set based on the following factors:

- **School Site Priority – qualified projects scored 20 points**
  - Each project is scored 20 points if it was identified as a top project by the school site.

- **Systems Reaching or Exceeding Useful Life, or Lack of Adequate Necessary Item or Facility – qualified projects scored 10, 15 or 20 points**
  - Systems can be categorized as:
    - Approaching the end of the useful life - scored 10 points
    - Reached the end of the useful life - scored 15 points
    - Exceeding the useful life and/or needs immediate replacement - scored 20 points
    - Lack of adequate necessary item or facility – scored 20 points

- **District Staff/Board Identification of High Priority Project – qualified projects scored 20 points**
  - Projects deemed necessary to serve District needs and goals are scored 20 points.

- **Restricted Funding Availability – qualified projects scored 20 points**
  - If a restricted funding source is available for a specific project, it is scored 20 points.

The sum of the scores for each factor described above are added together to obtain a total score for each project. There are 80 points possible for any project if such project receives a score of 20 for each of the four formula factors. Based on the total scores for each project, they will be grouped into tiers with Tier 1 projects having the highest combined score and implemented as a top priority, Tier 2 projects having a mid-range score and implemented as a secondary priority and Tier 3 projects having a lower score and implemented once the Tier 1 and Tier 2 projects are funded.

School Site Priority

Each school site was given an opportunity to identify their highest priority improvements. The following provides a summary of the priorities identified by each site.

School Site Project Priorities

Antelope Creek Elementary
1) Replace Old Portable Classrooms with New Classrooms
2) Basic Modernization
3) Campus Grounds Improvements
4) Parking Lot Improvements

Breen Elementary
1) Health, Safety, and Security Improvements
2) Replace Old Portable Classrooms with New Classrooms
3) Multi-Purpose Room Modernization

Cobblestone Elementary
1) Basic Modernization
2) Campus Grounds Improvements
3) Modernize Portable Classrooms
4) Classroom Improvements to Modern Standards (furniture and technology to support teaching)

Granite Oaks Middle School
1) New Locker Rooms and Weight Room
2) Basic Modernization
3) Additional Classrooms and Support Facilities (e.g., teacher work area) for Growth

Parker Whitney Elementary
1) Health, Safety, and Security Improvements
2) New Shade Structures and Outdoor Learning Environments
3) Campus Grounds Improvements
4) Basic Modernization

Rock Creek Elementary
1) Health, Safety, and Security Improvements
2) Basic Modernization
3) Transform Computer Lab to Makers' Space
4) Site Improvements

Rocklin Elementary
1) Basic Modernization
2) Health, Safety, and Security Improvements
3) New HVAC System

Rocklin High
1) New/Updated Athletic Facilities
2) New Performing Arts Building
3) Parking Lot Improvements

Ruhkala Elementary
1) School Enhancements
2) New Shade Structures
3) Apparatus and Play Equipment Upgrades

Sierra Elementary
1) New Shade Structures
2) Health, Safety, and Security Improvements
3) Parking Lot Improvements

Spring View Middle
1) Basic Modernization
2) Campus Security Improvements
3) Classroom Improvements to Modern Standards (furniture and technology to support teaching)

Sunset Ranch Elementary
1) Health, Safety, and Security Improvements
2) Basic Modernization
3) School Enhancements
4) Paving and Irrigation Control Upgrades

Twin Oaks Elementary
1) Health, Safety, and Security Improvements
2) Basic Modernization
3) Site Improvements
4) School Enhancements

Valley View Elementary
1) Health, Safety, and Security Improvements
2) Building Modernization
3) Site Improvements
4) School Enhancements

Victory High
1) Health, Safety, and Security Improvements
2) Basic Modernization
3) Campus Grounds Improvements

Whitney High
1) Classroom Improvements to Modern Standards (furniture and technology to support teaching)
2) Campus Security Improvements
3) New/Updated Athletic Fields
4) Roofing

Project Priorities

The facilities department will maintain an active spreadsheet of each project and its prioritization ranking. ***Appendix C*** includes a listing of highest priority, Tier 1, projects based on the formulaic "scoring" of each capital project based on the current inputs. As funding becomes available, the project formula will be reapplied to all projects prior to implementation.

The actual project completion will be guided by the project ranking but will be subject to funding availability and subsequent developments, including emergencies. ***The scope and cost information for each project identified will be added in future updates of the Facilities Master Plan. Additionally, as projects are in progress or complete, such information will be incorporated into future updates of the Master Plan.***

FUNDING FACILITIES NEEDS

School facilities in California are traditionally funded from a combination of State and local sources. The following provides a summary of some of the funding sources traditionally available to school districts.

Summary of Funding Sources

The District intends to contribute all available revenue toward the construction of its facilities projects but lacks sufficient funding to pay for all necessary construction. A combination of funding sources will be necessary to complete the necessary facilities projects. Following is a summary of each funding source available to the District:

State School Facility Program

The State School Facility Program ("SFP") is a funding program whereby the State provides grant funds to school districts embarking on eligible construction projects. The SFP is funded through statewide general obligation bonds.

In 2016, voters passed Proposition 51 which supplemented the State's bonding authority for school facilities by an additional $9 Billion; $3 Billion of which was designated for TK-12th grade new construction, and another $3 Billion for modernization. Currently all funding from Proposition 51 has been allocated to projects. In lieu of a new State school bond measure, the State has allocated funding from its General Fund to continue the SFP. For 2022-23, $1.3 billion was allocated with an additional funding amount of $2 billion in 2023-24, and an anticipated $375 million in 2024-25 (although, no guarantee). In order to access any State funding, the District would have to have local "matching" funds. A new State school bond measure is anticipated for November 2024.

Modernization Funding

The State has historically provided funding assistance to school districts for the modernization of school facilities. The assistance is in the form of grants and requires a 40 percent District funding contribution. A district is eligible for modernization grants when students are housed in permanent buildings that are 25 years old or older and relocatable classrooms that are 20 years old or older, and the buildings have not been previously modernized with State Funds. In order to receive funding, the district must also show that there are pupils assigned to the site who will use the facilities to be modernized. If the facility is currently unused, such as a closed school, it may also be eligible for modernization funding if the district intends to reopen it for students immediately.

The modernization grant can be used to fund a large variety of work at an eligible school site. Air conditioning, insulation, roof replacement, as well as the purchase of new furniture and equipment, are just a few of the eligible expenditures of modernization grants. A district may even use the grants to demolish and replace existing facilities of like kind. However, modernization funding may not be spent for construction of a new facility.

Assuming the State continues to provide modernization funding and the funding allocation is similar to the way funding has previously been allocated, ***the District may target modernization funding for any eligible improvements that need to be made on current sites.***

The District currently has Modernization eligibility of approximately $41 to $54 million, depending on the amount of accessibility and fire/life safety work required at each site. ***Table 5*** shows the eligibility at each school and when additional funding will be generated as buildings age. However, in order to access the District's eligible funds, the District must first fund project design and be able to demonstrate the availability of its local matching funds.

TABLE 5
Rocklin USD Modernization Funding Eligibility (As of September 6, 2023)

School Site	Grant Estimates Based on 2023 Pupil Grants [a]				Facility Information
	Minimum		Maximum		Eligibility Established/ Facilities Eligible
	Total State Grant @ 60%	District Share @ 40%	Total State Grant @ 60%	District Share @ 40%	
Antelope Creek ES	$3,347,629	$2,231,753	$5,033,502	$3,355,668	2016/17
Breen ES	$3,140,074	$2,093,383	$4,720,619	$3,147,079	2019/20
Cobblestone ES	$2,865,030	$1,910,020	$4,295,850	$2,863,900	2016/17
Granite Oaks MS	$205,184	$136,789	$300,043	$200,029	2021/22
Parker Whitney ES	$1,294,129	$862,753	$1,749,154	$1,166,103	1999/00
Quarry Trail ES	$0	$0	$0	$0	2044
Rock Creek ES	$359,845	$239,897	$525,906	$350,604	2021/22
Rocklin ES	$4,318,557	$2,879,038	$5,927,916	$3,951,944	2022/23
Rocklin HS	$20,821,045	$13,880,696	$24,845,552	$16,563,702	2016/17
Ruhkala ES	$0	$0	$0	$0	2030
Sierra ES	$0	$0	$0	$0	2026
Spring View MS	$2,663,703	$1,775,802	$3,973,272	$2,648,848	2002/03
Sunset Ranch ES	$0	$0	$0	$0	2033
Twin Oaks ES	$2,072,857	$1,381,905	$3,086,153	$2,057,435	2019/20
Valley View ES	$0	$0	$0	$0	2026
Victory HS/Alt Ed Ctr	$0	$0	$0	$0	2024
Whitney HS	$0	$0	$0	$0	2030
TOTALS	**$41,088,053**	**$27,392,035**	**$54,457,967**	**$36,305,312**	

Source: Hancock Park and DeLong, Inc.

New Construction Funding

New construction funding may be available for school districts whose existing capacity is insufficient to house the existing students or those students anticipated within the district, based on a five-year enrollment projection. After a district has established eligibility for a project, the district may request funding for eligible project costs. The funding for new construction projects is provided in the form of grants. The grants are made up of a new construction grant, also known as a pupil grant, and a number of supplemental grants. The new construction grant is intended to fund design, construction, testing, inspection, furniture and equipment, and other costs closely related to the actual construction of the school buildings. This amount is specified in law based on the grade level of the pupils served.

Supplemental grants are special grants and are intended to recognize unique types of projects, geographic locations, and special project needs.

The District has submitted, and will continue to submit, applications to the SFP for matching new construction grants. But the State provides grant funds for new construction projects based on District eligibility.

The District currently has New Construction eligibility of approximately $68 million, including $22 million at the elementary school level, $10 million at the middle school level, and $32 million at the high school level. Note that New Construction eligibility does not carry over and will vary depending on future projections. The district must demonstrate eligibility when every project is funded. In order to access the District's eligible funds, the District must first identify an eligible improvement, fund project design, and be able to demonstrate the availability of its local matching funds.

General Obligation Bonds

General Obligation Bonds ("GO Bonds") are loans issued by a school district and repaid from an *ad valorem* tax levy on property within the District's boundaries. The maximum amount of GO Bonds that can be outstanding at any one time is limited to 2.5% of a unified school district's assessed property value. This is referred to as a district's "bonding capacity". GO Bonds must be approved by voters within the District. The timing of the elections for GO Bonds depends upon the authority under which the bonds are to be approved.

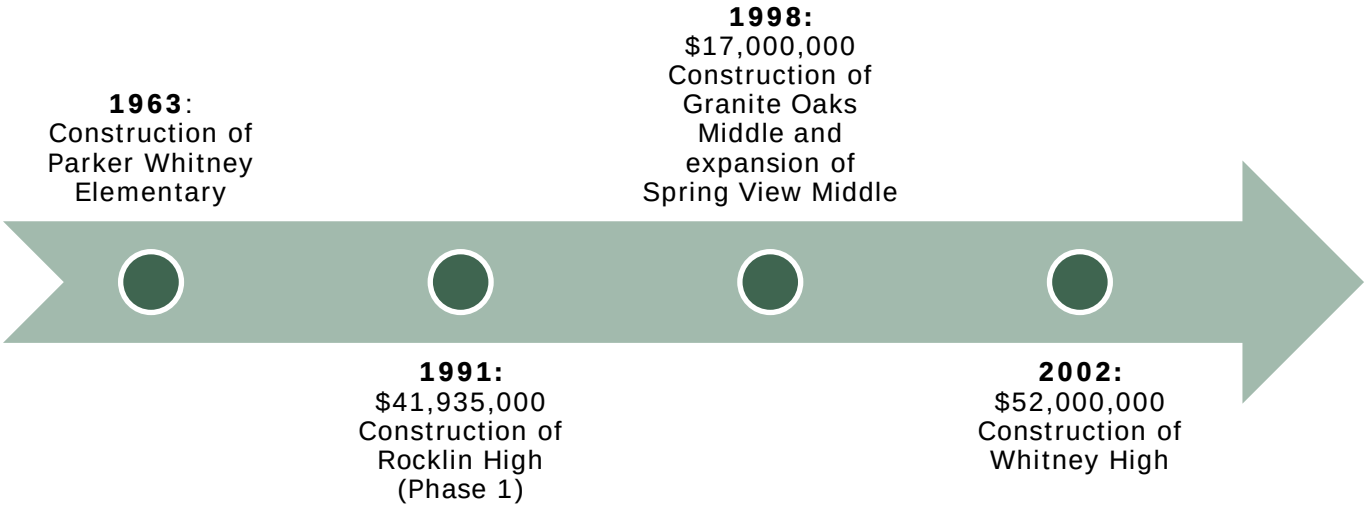
In 2001, voters in California approved an amendment to the State Constitution (Proposition 39) allowing school districts to obtain authorization to issue GO Bonds with approval from 55% of the district's registered voters voting in an election. GO Bonds may be used for construction, rehabilitation, equipping of school facilities, the acquisition or lease of real property for school facilities, and furniture and equipment. A bond measure requires a specific list of school projects to be funded and certification that the school board has evaluated safety, class size reduction, and information technology needs in developing the list. Finally, there is a requirement that an oversight committee review expenditures and the school board conduct annual, independent financial and performance audits until all bond funds have been spent to ensure that the bond funds have been used only for the projects listed in the measure.

In addition to the bonding capacity restriction, the tax rate levied as the result of any single election can be no more than $60 per $100,000 of assessed value, for a unified school district.

Election dates for a Bond measure are limited to: (1) statewide primary or general elections; (2) regularly scheduled local elections; or (3) statewide special elections. Statewide election dates only occur in June and November in even-numbered years. Therefore, except in the case of a special statewide election (which can only be called by the Governor), districts may only hold GO Bond elections on regularly scheduled local election dates and statewide elections held in June and November of even-numbered years, unless they have districtwide board member elections during odd-numbered years.

The District successfully received GO Bond authorization from voters of the District four times previously, as shown in ***Figure 44***.

FIGURE 44



It is likely that the District will need to go back to the community and ask for additional bond authorization in order to fund the improvement projects identified in this Master Plan. Based on the District's current tax base, if the District were to maximize tax rates at $60 per $100,000 of assessed value as authorized under Proposition 39, the District could reasonably issue over $200 million of GO Bonds over an 8 to 10 year period.

Developer / Mitigation Fees

California law allows for the levy of assessments on new construction projects where a school district will be impacted. This is called a developer fee. Fees levied on new residential and commercial construction may be used to construct or reconstruct school facilities for the students generated or anticipated to be generated as a result of this development.

Development fees are based on a formula defined by the State and capped by the State. Currently, the District is authorized to collect the State statutory maximum developer fees of $5.17 per square foot of residential construction and $0.84 per square foot of commercial/industrial construction. In 2022-23, the District collected approximately $1.35 million in developer fees. It is projected that the annual amount received will decline over the next few years as the City of Rocklin approaches build-out.

The District has entered into mitigation agreements with development projects where negotiated fees for the special taxes are paid in lieu of the statutory developer fee. The District currently collects mitigation fees in Whitney Ranch in addition to the Level 1 developer fee of $1,500 per single family home and $1,000 per multi-family home. In 2022-23, the District collected approximately $275,000 in mitigation fees from Whitney Ranch development.

Mello-Roos/Community Facilities District Special Taxes and Bonds

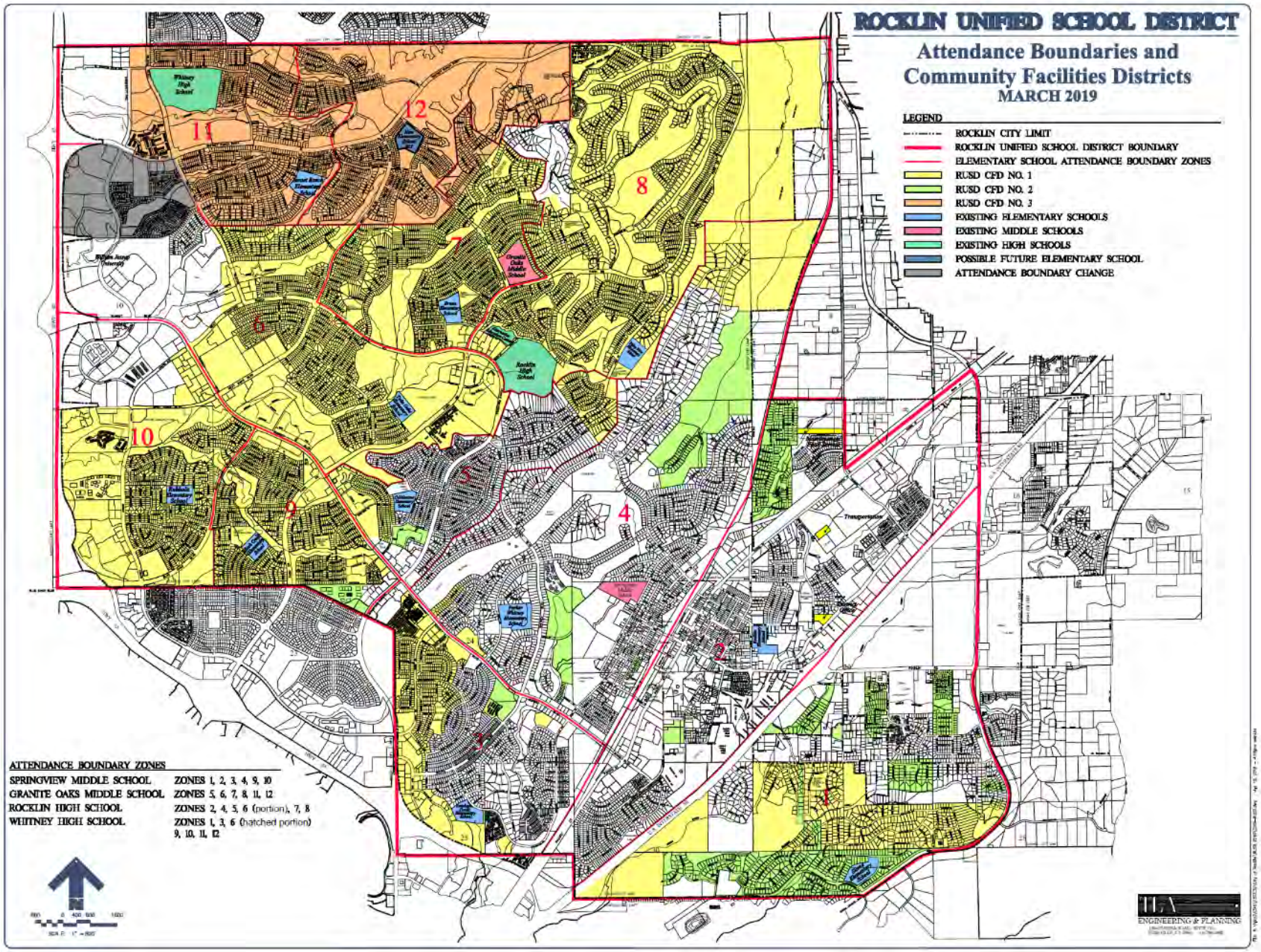
Under the Mello-Roos Community Facilities Act of 1982, public agencies may form a special tax district (also known as a Community Facilities District, or "CFD") to fund capital improvements with a useful life of five years or longer. To approve a special tax and issue bonds, a CFD requires two-thirds voter approval, except in developing areas where there are less than twelve registered voters. Then for approval, a landowner vote is required, based on the number of acres owned.

The boundaries of a CFD are flexible; they must simply be within the jurisdiction of the public agency forming the taxing district. Property owners within a CFD are responsible for payment of the special tax. The tax formula is flexible and District-driven and can take into account property characteristics such as square footage of a home and parcel size. The only restriction on the tax formula is that it cannot be based on the value of the property. The special tax is typically included in the annual County tax bill; however, it can also be paid on a monthly basis. CFD elections can be held at any time. The tax revenue can be bonded against as a loan and repaid from future special tax collections.

The District has three CFDs whereby funding can be used to fund new construction projects benefiting the CFD area. Expenditures from CFDs 1 and 2 are limited to elementary school facilities, while expenditures from CFD 3 can be used for elementary and middle school facilities.

The boundaries of the District's three CFDs are shown in ***Figure 45***. The three CFDs generate approximately $9 million per year in special taxes. The District has issued CFD bonds from all three CFDs to fund various improvements throughout the District, most recently the construction of Quarry Trail Elementary. Annual debt service on these CFD bonds is approximately $7 million per year. Additional special tax collections beyond the funds used to repay debt service may be used for qualified capital projects. Approximately $600,000 per year is used for debt service with remaining funds available to reinvest into eligible capital projects at qualified school sites. At this time, it is not anticipated that additional CFDs will be formed.

FIGURE 45



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General Fund

Although General Fund money can be used for school facilities, due to other demands on this budget, such as salaries and benefits for employees, this is not a substantial revenue source for facilities projects. However, the District does make annual budgetary allocations towards maintaining and improving its capital facilities.

When an agency borrows money through revenue bonds or certificates of participation (also known as "COPs"), which the District has, the legally committed repayment source is the General Fund. To the extent that other facilities funds are not available to repay this type of debt, the general operating funds of the District must be used for annual debt service. The District has outstanding COPs used to acquire land for two elementary school sites and one middle school site. CFD special taxes have been used to fund the annual debt services payments on the outstanding COPs.

Other Funding Considerations

In addition to the traditional school facilities funding sources, alternative creative sources have been utilized by school districts throughout the State to aid to fund capital needs. These include:

Sale or Lease of Surplus Property

The Granite Drive site could be sold, and the District could reinvest the proceeds into capital improvements. Or, the Granite Drive site could be leased, and the District could utilize ongoing lease revenues for ongoing capital improvements. In addition to the sale or lease of existing unused sites, the District could evaluate school site enrollment and capacity to determine whether any sites could be repurposed, generating funds for capital improvements.

Partnership with Other Local Agencies

The District could explore additional joint-use opportunities with the City of Rocklin and utilize funds for capital improvements. Additionally, the District could partner with Sierra College, City of Rocklin, County of Placer, or other local agencies to share facilities and related capital improvement costs. Another partnership that has been successful in other communities is for the city to seek voter approval for a sales or property transfer tax and share revenues with the District for capital improvements. Of course, this would require the City of Rocklin to take the lead and provide funding to the District.

Grants

Beyond the State School Facility Program grants, this is typically only a small portion of a school district's capital funding plan. But, as grants become available, the District could actively apply for opportunities. Grants are most commonly available for "green" schools (e.g., electric vehicle charging stations, photovoltaic systems, lighting upgrades, etc.).

Partnerships with Non-Profits, Businesses, or School Site Organizations

Non-profits or local businesses could partner with the District and assist in constructing school facilities that support their common purpose. School Site Organizations can lead fundraising efforts for high priority improvements at their site.

Although each of the above-listed funding alternatives have been utilized by school districts in California for their capital improvement needs, on average these options fund approximately 6% of a school district's overall capital funding need.

Funding the District's Facilities Needs

The District plans to use all available funding sources to pay for the facilities needs identified in this report. Funding can be utilized to the extent possible in the following manner:

Existing Capital Funding Sources

The District has an estimated $58 million in capital facilities funding estimated to be available over the next five years. These funds are available from a combination of CFD revenues, developer fees, and reimbursement funds received from the State School Facility Program.

Available CFD funds can be used to fund classroom addition and portable replacement projects at eligible schools. The District Board has allocated these funds for the addition of five (5) new portable classrooms, a new Before and After School Program portable at Quarry Trail Elementary, and an estimated nine (9) additional portable classroom replacements at Twin Oaks and/or Breen Elementary Schools.

The portables to be replaced will be prioritized based on the CFD funding restrictions and the condition of portables on the eligible school sites. The priority for portable replacements is determined by lifecycle expectancy and condition of the existing portable classroom, combined with school site enrollment and capacity needs. Based on current portable replacement cost estimates, nine (9) classrooms can be replaced with anticipated available funding. However, the exact number of classrooms to be replaced will be dependent on the actual cost of such replacements at the time the projects are implemented.

Available Developer Fee funds can be used to fund portable replacement or additions. An estimated 23 portable projects can be completed with the anticipated funding available over the next five years. However, the exact number of classrooms to be replaced and/or added will be dependent on the actual cost of such projects at the time the projects are implemented. The priority for portable replacements is determined by lifecycle expectancy and condition of the existing portable classroom, combined with school site enrollment and capacity needs. The Board has allocated available Developer Fee funds to portable replacements at Twin Oaks, Antelope Creek, and Breen Elementary Schools.

Reimbursement funds received from the State School Facility Program for the Quarry Trail Elementary School construction, Ruhkala expansion, and High School expansion projects can be used

to fund the following projects that have been identified as high priority school site improvement needs. These projects are: HVAC replacements, lighting upgrades, and energy management controls at high priority sites.

Future Participation in the State School Facility Program

The State School Facility Modernization Program can be utilized to the extent possible, based on State eligibility, to complete the modernization projects identified at various sites if local District funding sources can be identified to provide matching funds. The District will need to identify a funding source to pay for architectural plans, which much be completed prior to submitting a funding application to the State. Additionally, the District will need to identify a funding source to provide its local matching share prior to submitting a funding application. For modernization projects, a typical matching source of funds would be GO Bond proceeds. Since it is not likely that the District will receive State funds in a timely manner once funding applications have been submitted, alternative funding must be used to cash flow the eligible modernization projects.

The State School Facility New Construction Program is planned to be utilized to the extent possible, based on State eligibility, to create additional classroom capacity. The District will need to identify a funding source to provide its local matching share prior to submitting a funding application. For new construction projects, a typical matching source of funds would be developer/mitigation fees or CFD special taxes. Since it is not likely that the District will receive State funds in a timely manner once funding applications have been submitted, alternative funding must be used to cash flow the new construction projects. Both developer fees and CFD proceeds can be used for this purpose.

Other Funding Options

The District can explore the alternative creative funding sources identified, including: sale or lease of surplus property; partnerships with other local agencies; grants; partnerships with non-profits, businesses, and school site organizations. As previously mentioned, these alternative funding sources typically make up about 6% of a school district's overall capital funding plan. As such, an additional funding source will be needed to implement this Facility Master Plan and to provide matching funds to the State Modernization Funding that many of the District's school sites are eligible to receive. A local GO Bond may need to be considered as this additional funding source to implement the District's Facility Master Plan.

RECOMMENDATIONS

Although the District has many capital facilities accomplishments, it is clear from the Facilities Needs Assessments that there is significant work still to be done. The District has taken a good first step in developing a model to identify and prioritize its capital project needs. As described in this report, improvements have been identified at each school site and specific projects have been highlighted based on school site needs. A comprehensive formula has been established to create an equitable allocation of limited capital resources. General funding options have been identified. However, additional work is still needed to quantify the extent of the needs and create a detailed implementation plan to address the needs. The immediate next steps to implement this Facilities Master Plan are identified below:

- **Begin implementation of projects to be funded from the estimated $58 million in available capital funding, as previously directed by the District Board.**
    - Proceed with the planning and design for portable replacement projects at identified high priority sites, HVAC replacement, lighting, and energy management control projects. These projects will be phased over the next five years as funding is available and can be implemented with Board direction and approval of each project.

- **Continue active participation in the State School Facility Program.**
    - The District should submit funding applications to the State for all eligible projects, to ensure that grant funding is maximized.

- **Continue to monitor ongoing housing development and its impact on available capacity at all school sites.**
    - An ongoing analysis of projected student enrollment as compared to school site capacity can advise District staff as to the potential need for additional portable classrooms at school sites. By actively completing this analysis, the District can better plan to make facilities improvements as needed to support the student population.

- **Assess the feasibility of a future GO Bond measure**
    - GO Bonds represent a potential funding option for addressing a significant portion of the District's facilities needs. Given the challenges with state funding, which primarily supports educational programs rather than capital improvements, exploring the community's sentiment towards a future GO Bond measure could be considered.

      The District might choose to assess the community's interest and acceptance of a potential GO Bond measure through a public opinion survey conducted by experienced professionals familiar with General Obligation measures. Such a survey could gauge voter sentiment towards the Districts, preferred project types, acceptable bond amounts, taxpayer tolerance for potential tax rates, and effective messaging for likely voters. The result of this survey could provide valuable insights for the Board to evaluate the possibility of pursuing a future bond measure.

      It's important to note that bond measures require voter authorization during specific elections periods, typically in June and November of even-numbered years, with some

exceptions. To build community support for a bond election, a well-developed plan coupled with effective communication about the District's facilities needs and proposed bond projects would be essential.

Should the District decide to move forward with a GO Bond measure in the future, it would be prudent to develop a comprehensive plan aligned with the expressed goals and needs of the community, as identified through the public opinion survey and other outreach efforts.

It is the District's intent to create an ongoing, working and living Master Plan that will change and evolve as the District does. The work completed to date is a solid foundation for the District's long-range capital facilities program to ensure that Rocklin Unified School District continues to provide a desirable educational environment to support the success of District students.

APPENDIX A: ROCKLIN UNIFIED SCHOOL DISTRICT DEMOGRAPHIC STUDY, JANUARY 2024

ROCKLIN UNIFIED SCHOOL DISTRICT

2615 Sierra Meadows Drive
Rocklin, CA 95677-2126

Phone: 916-624-2428

SchoolWorks, Inc.

8700 Auburn Folsom Rd, 200
Granite Bay, CA 95746

Phone: 916-733-0402

2023/24 DEMOGRAPHICS AND ENROLLMENT PROJECTIONS

JANUARY 2024

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EXECUTIVE SUMMARY

Located in Placer County, Rocklin Unified School District provides TK-12 education to the City of Rocklin and some of its surrounding communities. The District consists of 12 elementary schools, two middle schools, two comprehensive high schools, one continuation high school, and one independent charter academy. Rocklin Unified School District has experienced growth over the past ten years from an enrollment of 11,207 students during the 2014/15 school year to a peak enrollment of 12,176 in 2019/20 and has since declined to a current enrollment of 11,606 students.

Rocklin Unified School District is projected to decline in enrollment by 0.05% (or 6 students) for the 2024/25 school year. The expanding TK program is projected to have an impact of 25 new TK students next year. The District is projected to have a stable enrollment over the next six years, with a projected 11,521 students in the 2029/30 school year. This is a total decline of 85 students, which is a decrease of 0.73%. The expanding TK program is projected to have an impact of 170 new TK students over the next six years.

Future impacts from new housing development is predicated upon information provided by local municipalities on the development of 2,416 housing units over the next six years. If the building rates increase or decrease, then the timeline shown in this Study will need to be modified accordingly. These projected new developments in the District's boundary are expected to generate 169 students next year, or a total of 1,028 students in the next six years.

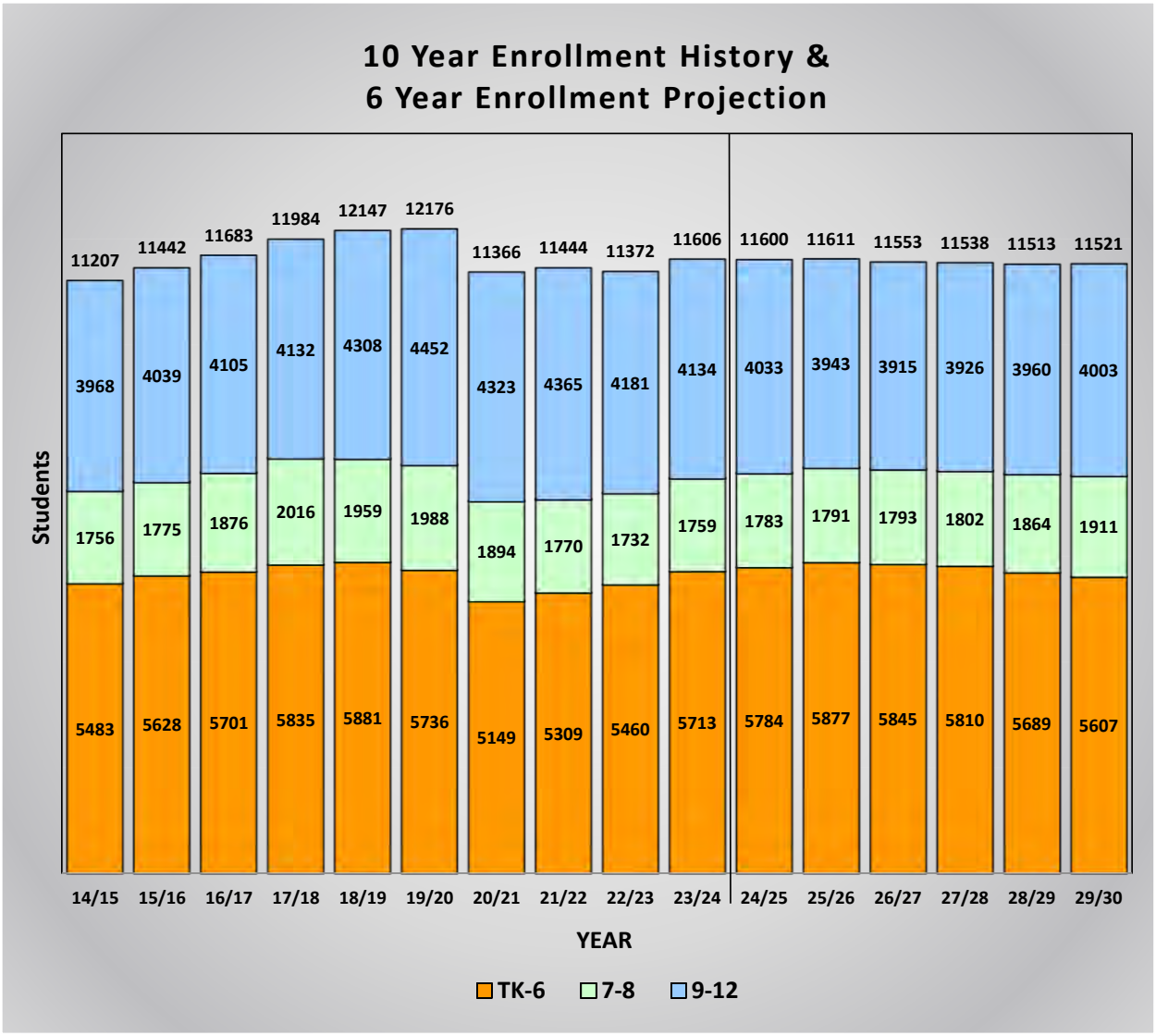
Based on current District loading standards and classroom space, the District has a net classroom capacity of 15,906 students, and a current enrollment of 11,606 students. This gives the District a current utilization factor of 73.0%. The projected utilization factor in six years will be 72.4%. This assumes loading standards remain constant and no additional facilities are built or removed.

This report includes the anticipated growth in the Transitional Kindergarten program to reflect the recent “TK for All” initiative which will allow a phased plan for all 4 year olds to attend TK over the next two years. The projections in this report assume TK will be offered at each elementary site as the numbers will justify classes for each campus.

These projections assume the transfers between schools remain consistent. If changes in facilities, schedules, programs or policies are made, then the patterns may be impacted.

Ten Year Enrollment History and Six Year Enrollment Projections

This graph shows a summary of the projections for the entire District. It shows the current enrollment for 2023/24, the historic enrollment for the past nine years, and the projected enrollment for the next six years. The end result is a total of 11,521 students in the District in 2029/30.



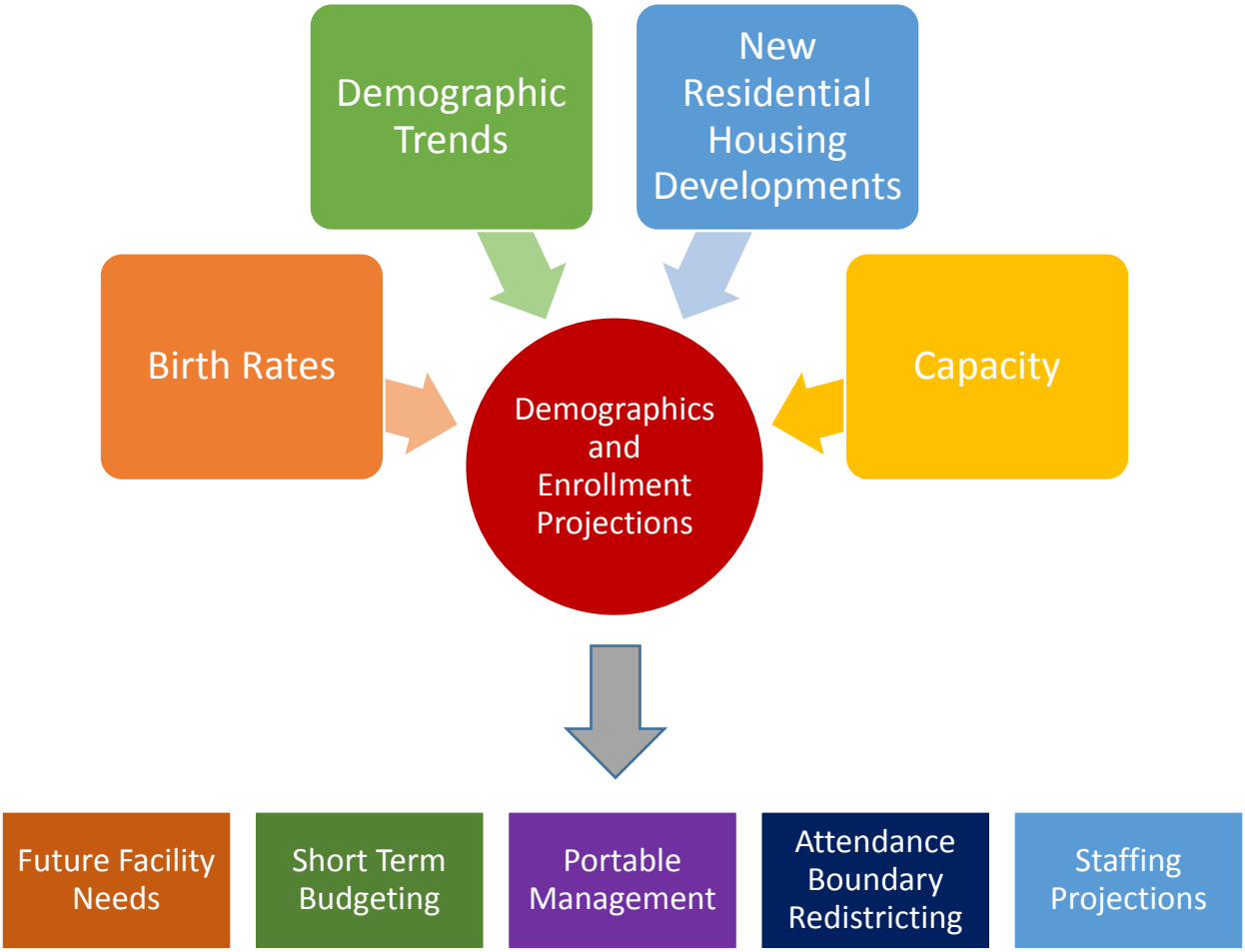
The Rocklin Unified School District has grown over the past ten years from an enrollment of 11,207 in 2014/15 to a peak enrollment of 12,176 in 2019/20 and has since declined to the current enrollment of 11,606.

This graph is color coded by grade groupings:
Orange represents the historic and projected enrollment for the elementary school grades TK-6.
Green represents the historic and projected enrollment for the middle school grades 7-8.
Blue represents the historic and projected enrollment for high school grades 9-12.

The entire District enrollment is shown at the top of each bar.

INTRODUCTION

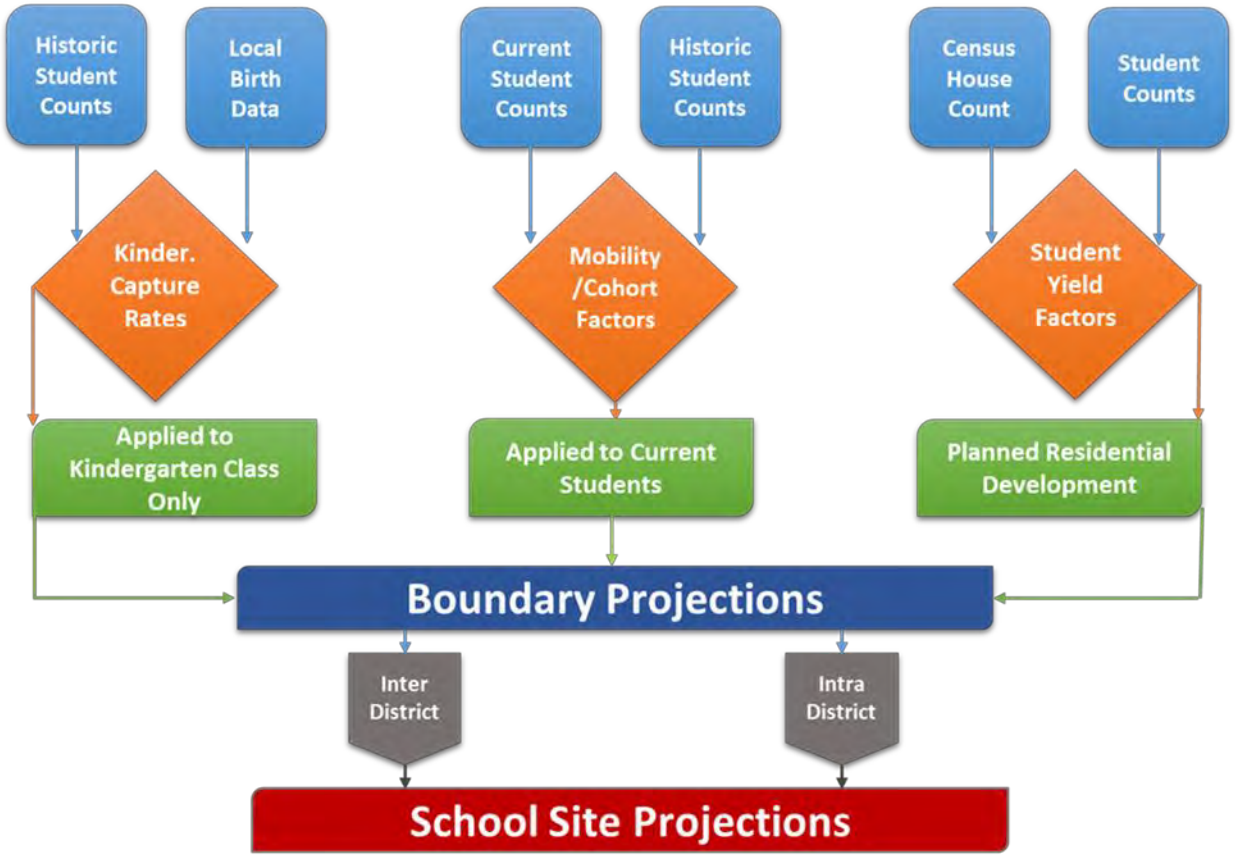
This Demographics and Enrollment Projections Study provides a comprehensive enrollment analysis for the Rocklin Unified School District. The district-wide and school-specific enrollment projections are meant to serve as a planning tool to help with both long- and short-term planning. Demographic Studies examine the factors that influence school enrollments, namely trends in demographics, birth rates, and housing development. They are also used as a tool to identify certain facility planning requirements such as capacity, utilization of existing facilities, planning for modernization or new construction, and attendance boundary redistricting.



This Study provides information based on the 2023/24 District enrollments and programs, local planning policies and residential development. As these factors change and timelines are adjusted, the Demographic and Enrollment Projections Study should be revised to reflect the most current information.

METHODOLOGY

The chart below summarizes the inputs to calculate the boundary and school site projections.



The **enrollment projections** for each school are generated using a State standard weighted cohort trend analysis. The basic projections are created by studying the individual geographic areas. Once the trends are analyzed for each area, the base projections are modified using the following procedures:

a) **Birth rates** are used to project future kindergarten and transitional kindergarten enrollment. It is assumed if the births indicate there was an increase of 4% one year, then there will be a corresponding 4% increase in the kindergarten class five years later or the transitional kindergarten class four years later.

b) **New Housing Development** rates and **yield rates** are compared to the historical impact of development, and if the future projections exceed the historical values, the projections are augmented accordingly.

c) **Inter-District student** counts are not included in the base geographic trend analysis since these students reside outside of the District. Therefore, the current number of students-per-school and students-per-grade are added to the base projections.

d) **Intra-District students** are those who transfer from one school to another. The number of students transferring into and out of each school are calculated and used to determine the difference between the projections for students living in each attendance area versus those that are projected to attend the school.

e) The projections for **special education students** and **alternative programs** are created by assuming those programs typically serve a percentage of the total District population. Therefore, as the District grows or declines, the enrollment in those programs would increase or decrease accordingly.

f) **Cohort Trend Analysis**: The number of students living in the boundary are used to generate the cohort factors. The annual trends over the past three years were analyzed and the average cohort was calculated with the current year weighted 50%, the prior year 33.3% and the last year 16.7%. This gives the current trends more value in determining the projections. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years.

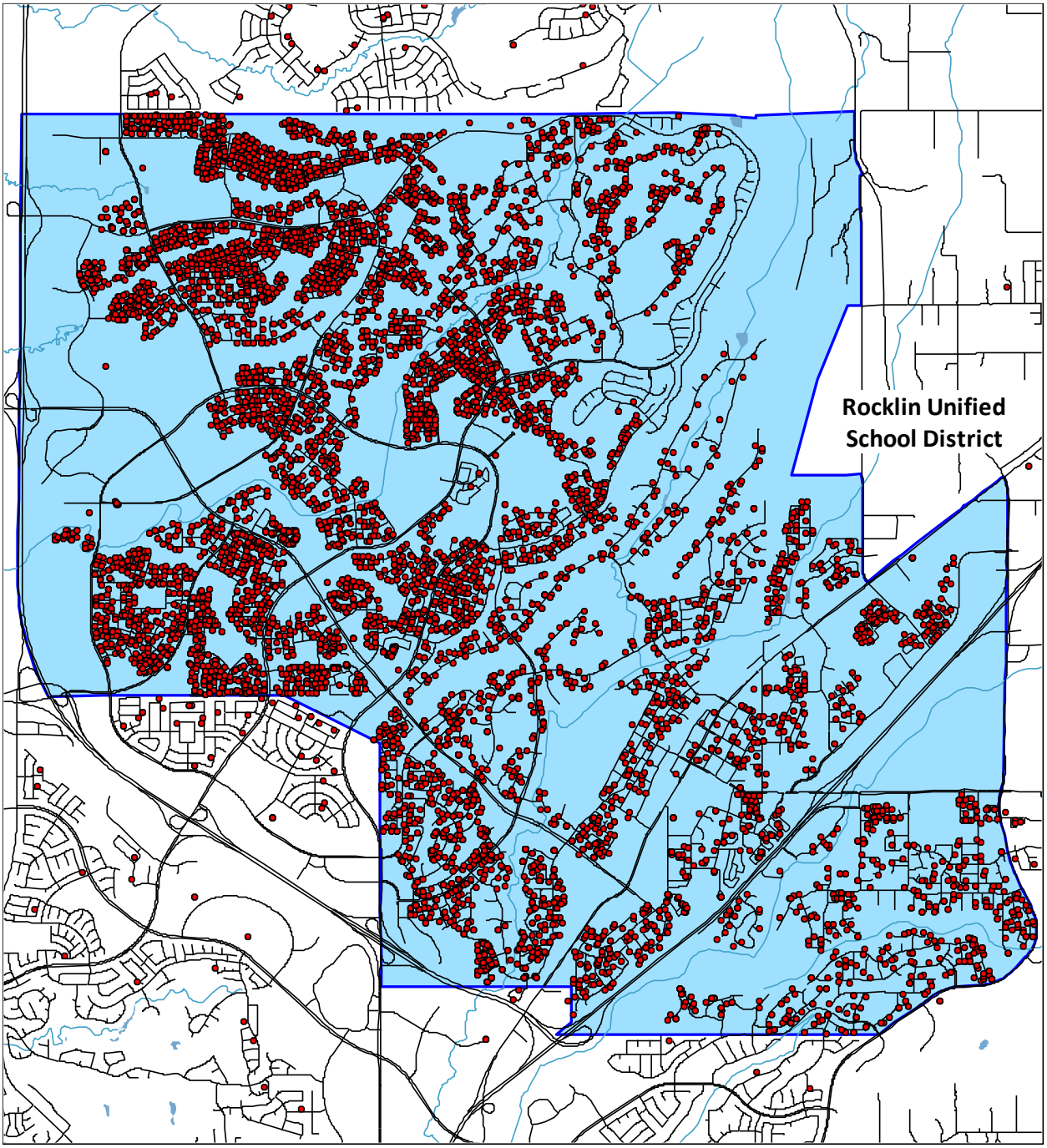
Neighborhood School Attendance Area Analysis: Each school attendance boundary is input into our GIS (Geographic Information Systems) Software. Students are counted in each of the attendance area boundaries based on their residential address and can be studied to view optimum and balanced utilizations. Attendance pattern maps for each individual boundary will analyze impacts of intra-district transfers from within the district boundary, as well as inter-district transfers from neighboring school districts.

"TK for All" Initiative: This report models the growth projected for Transitional Kindergarten in alignment with the recent "TK for All" initiative which follows a phased plan to allow all 4 year olds to attend TK by 2025/26. This includes the assumption that TK will be offered at all sites that currently house K students. The expansion for TK enrollment is based on the following schedule:

2023/24 – 7 months (Currently eligible)
2024/25 – 9 months (Adds 2 months)
2025/26 – 12 months (Adds 3 months)

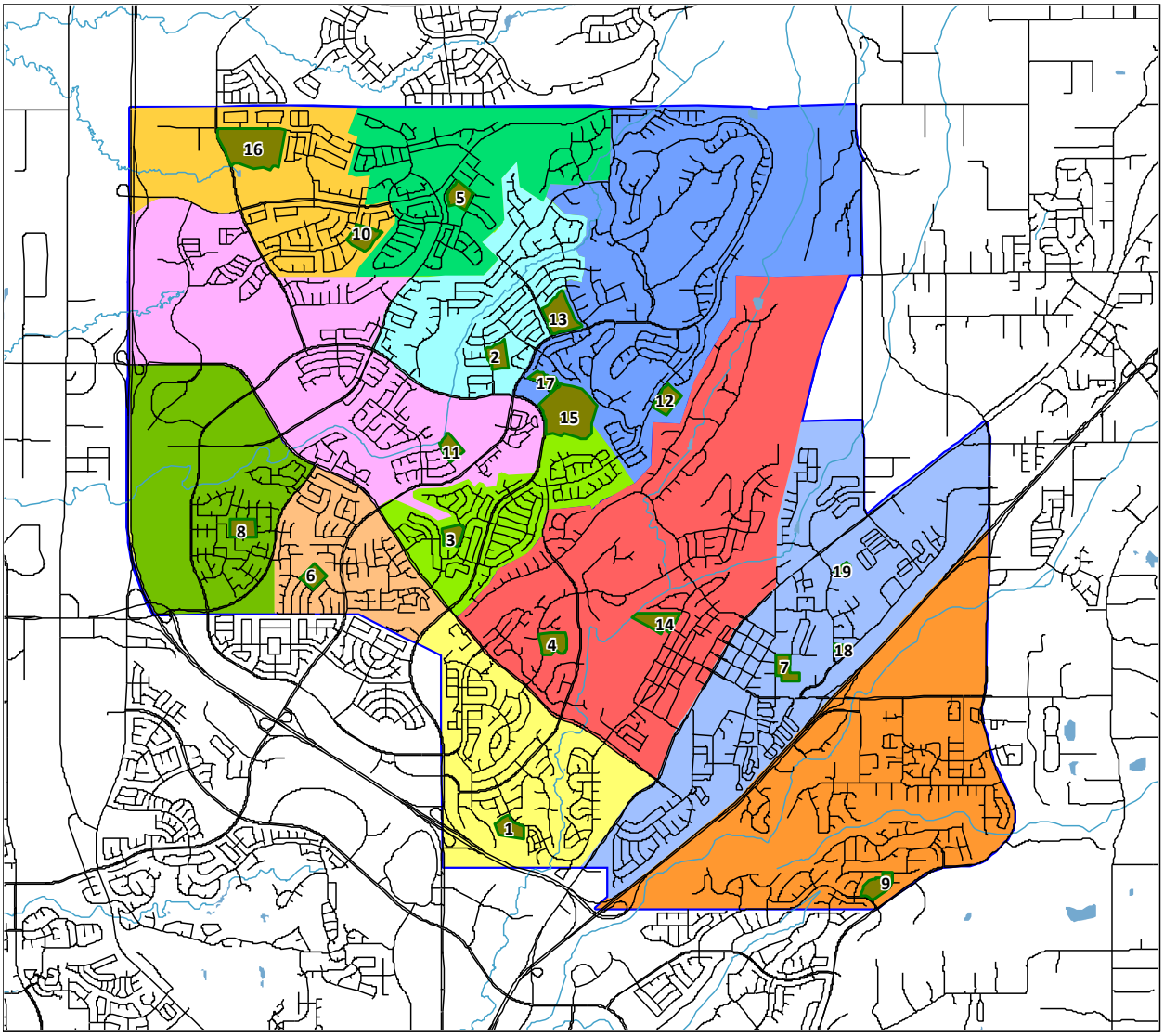
DISTRICT BOUNDARIES

District Map with Student Residential Locations



This map shows the District boundary along with the location of each student based on their residential address. This geographic data is the foundation for our demographic analysis. Any red dots outside the District boundary will represent students attending one of the District schools or programs but have a residence outside the District. This map also identifies different areas of student population density.

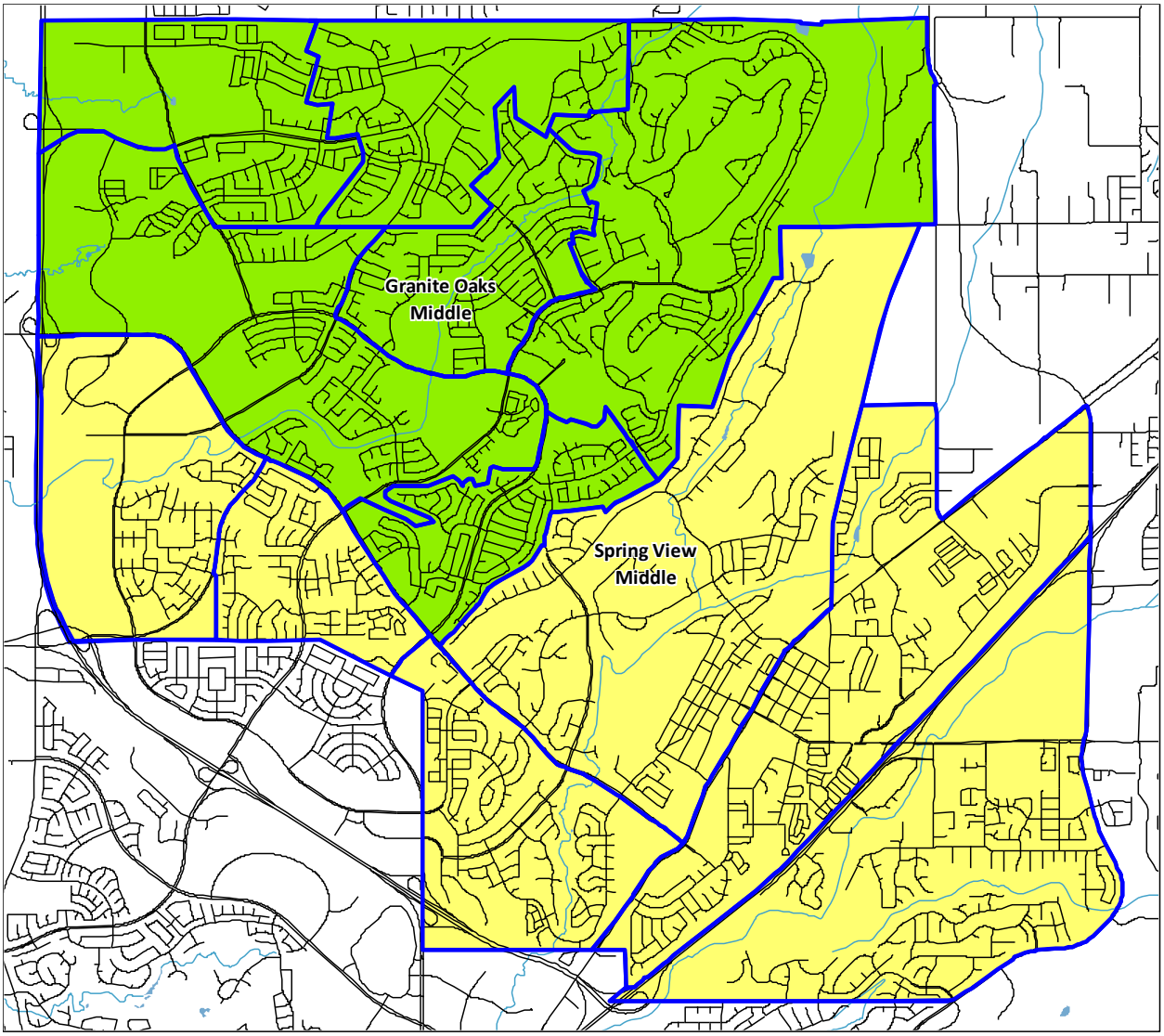
School Locations and Elementary Boundaries



Id	School	Grades	Id	School	Grades
1	Antelope Creek Elementary	TK-6	11	Twin Oaks Elementary	TK-6
2	Breen Elementary	TK-6	12	Valley View Elementary	TK-6
3	Cobblestone Elementary	TK-6	13	Granite Oaks Middle	7-8
4	Parker Whitney Elementary	TK-6	14	Spring View Middle	7-8
5	Quarry Trail Elementary	TK-6	15	Rocklin High	9-12
6	Rock Creek Elementary	TK-6	16	Whitney High	9-12
7	Rocklin Elementary	TK-6	17	Alt. Ed. Center/Victory High	
8	Ruhkala Elementary	TK-6	18	District Office	
9	Sierra Elementary	TK-6	19	Transportation	
10	Sunset Ranch Elementary	TK-6			

Rocklin Unified School District elementary boundaries are shown in color shaded areas.

Middle School Boundaries and Elementary Feeders

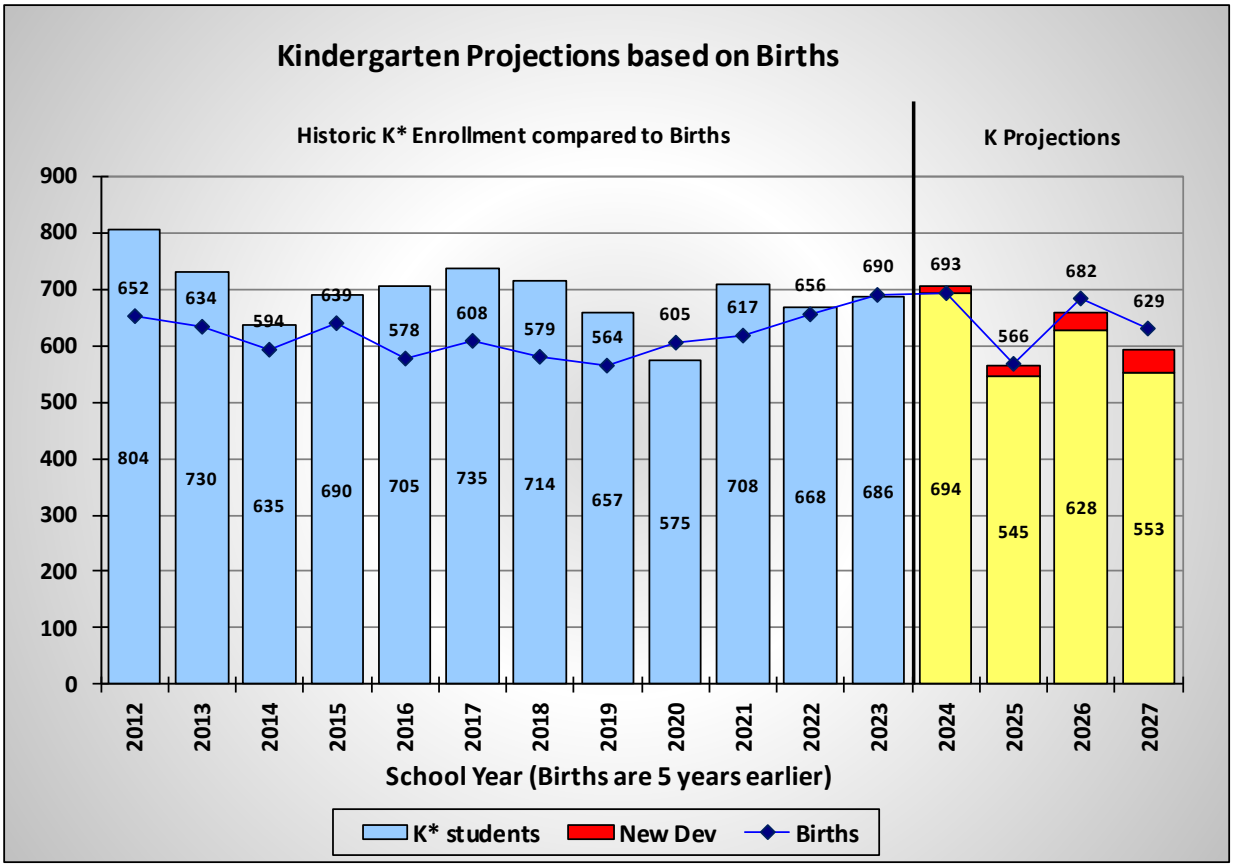


Middle School	Elementary Feeders
Granite Oaks	Breen
	Cobblestone
	Quarry Trail
	Sunset Ranch
	Twin Oaks
	Valley View

Middle School	Elementary Feeders
Spring View	Antelope Creek
	Parker Whitney
	Rock Creek
	Rocklin
	Ruhkala
	Sierra

HISTORIC BIRTH RATES

The following section is an analysis of the number of births in the Rocklin Unified School District. The number of births are compiled by zip code regions and provided by the Department of Health. The zip code areas do not exactly match the District boundaries and therefore the zip codes 95677 and 95765, which are in the District, were used for this analysis.

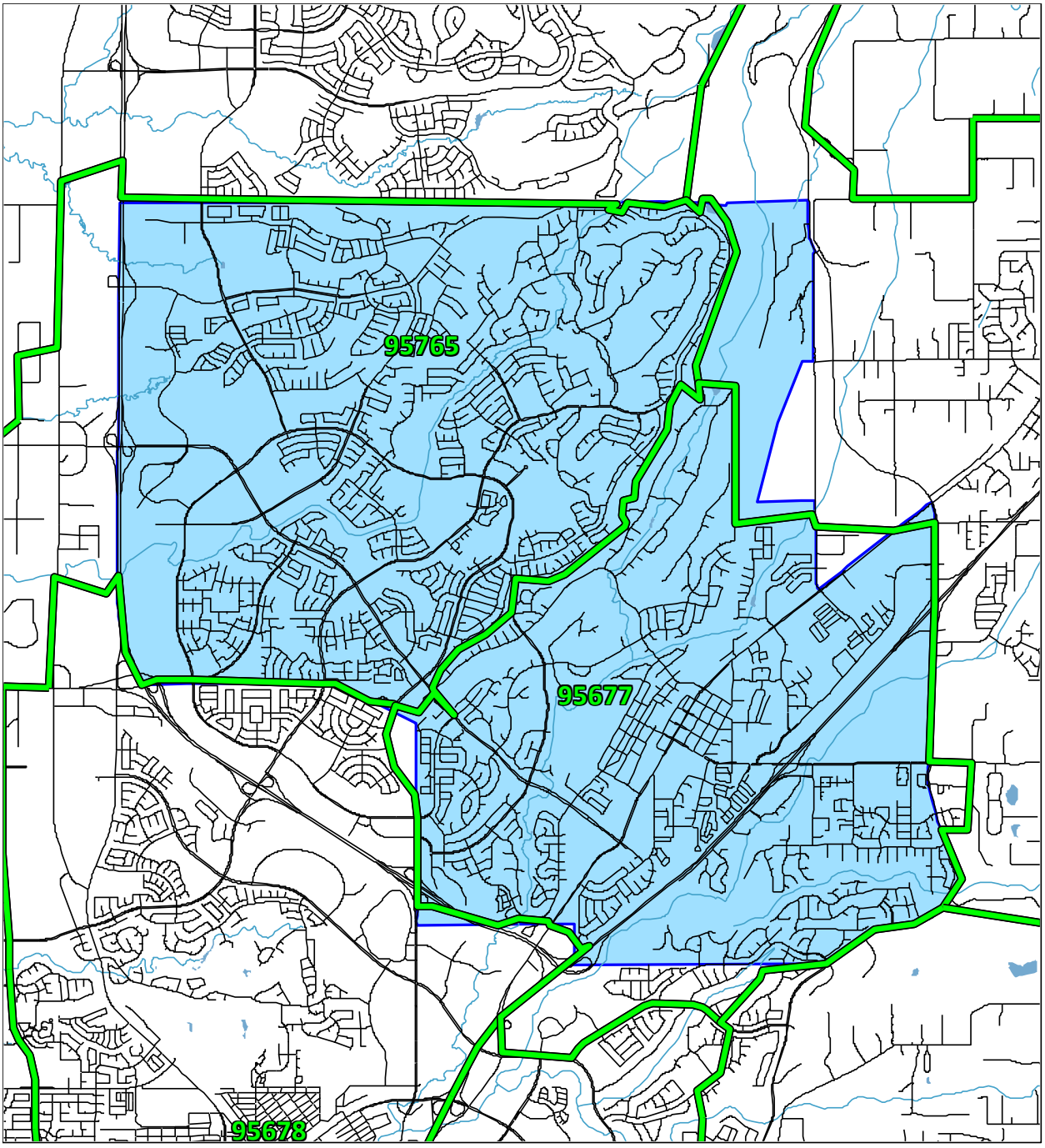


*Kindergarten Totals may include some Transitional Kindergarten students for some of the past years to more accurately correlate a 12-month period of births to a 12-month period of enrollment.

The above figure illustrates the correlation between births in the District area and the number of kindergarten students attending Rocklin Unified schools five years later. The number of births between 2007 and 2018 has averaged about 618 per year. The recent birth rates over the past four years (2019 to 2022), which will generate the kindergarten classes for the next four years (2024 to 2027), have been between 566 and 693.

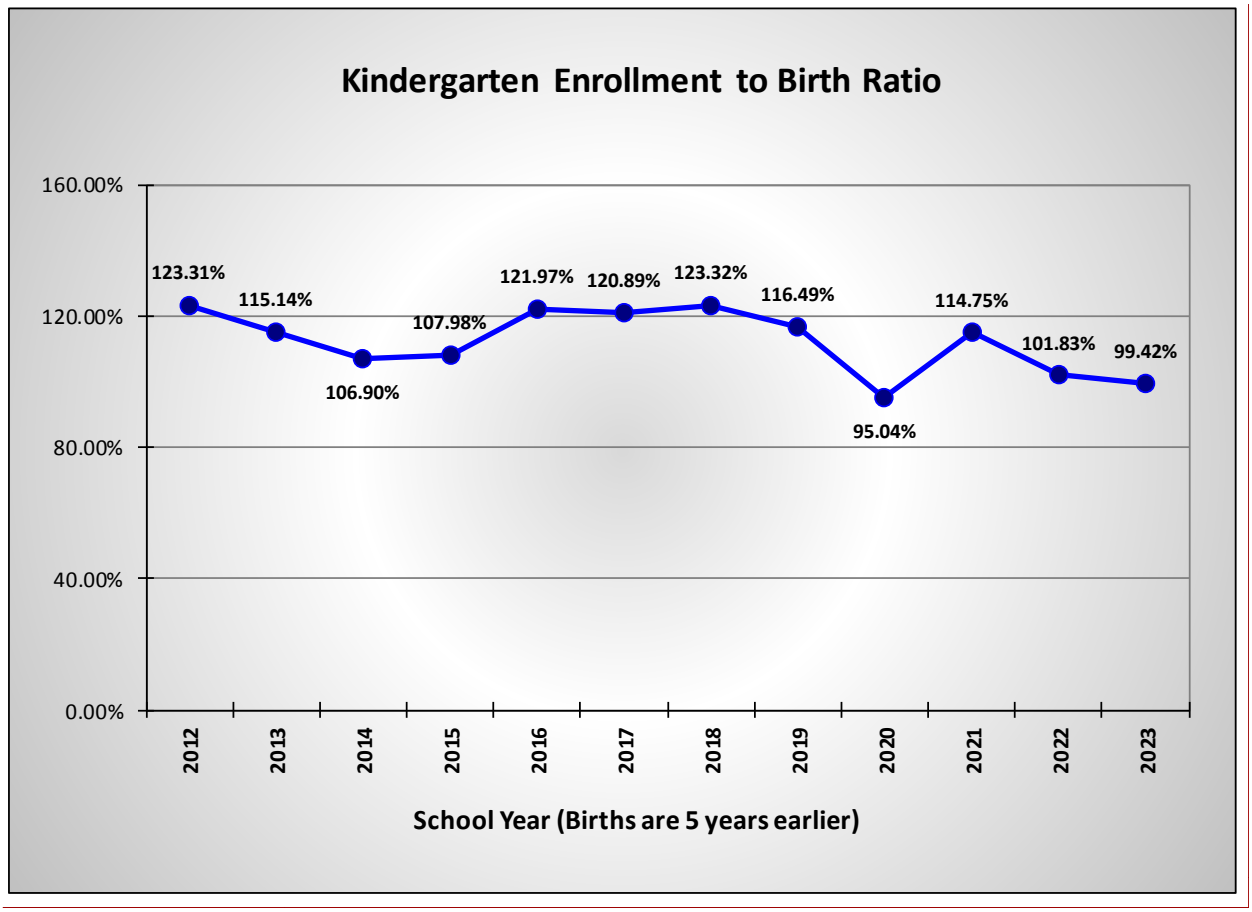
The births in the 95677 Zip Code has been growing slightly over the last 10 years (from 267 births in 2012 to 298 births in 2021). The births in the 95765 Zip Code has been mostly stable over the last 10 years (from 341 births in 2012 to 331 births in 2021).

Zip Code Map



The above map shows the comparison between the District boundaries and the Zip Codes. The 95765 Zip Code covers the northwest portion of the District and the 95677 Zip Code covers to southeast portion of the District.

Historic Kindergarten Capture Rates

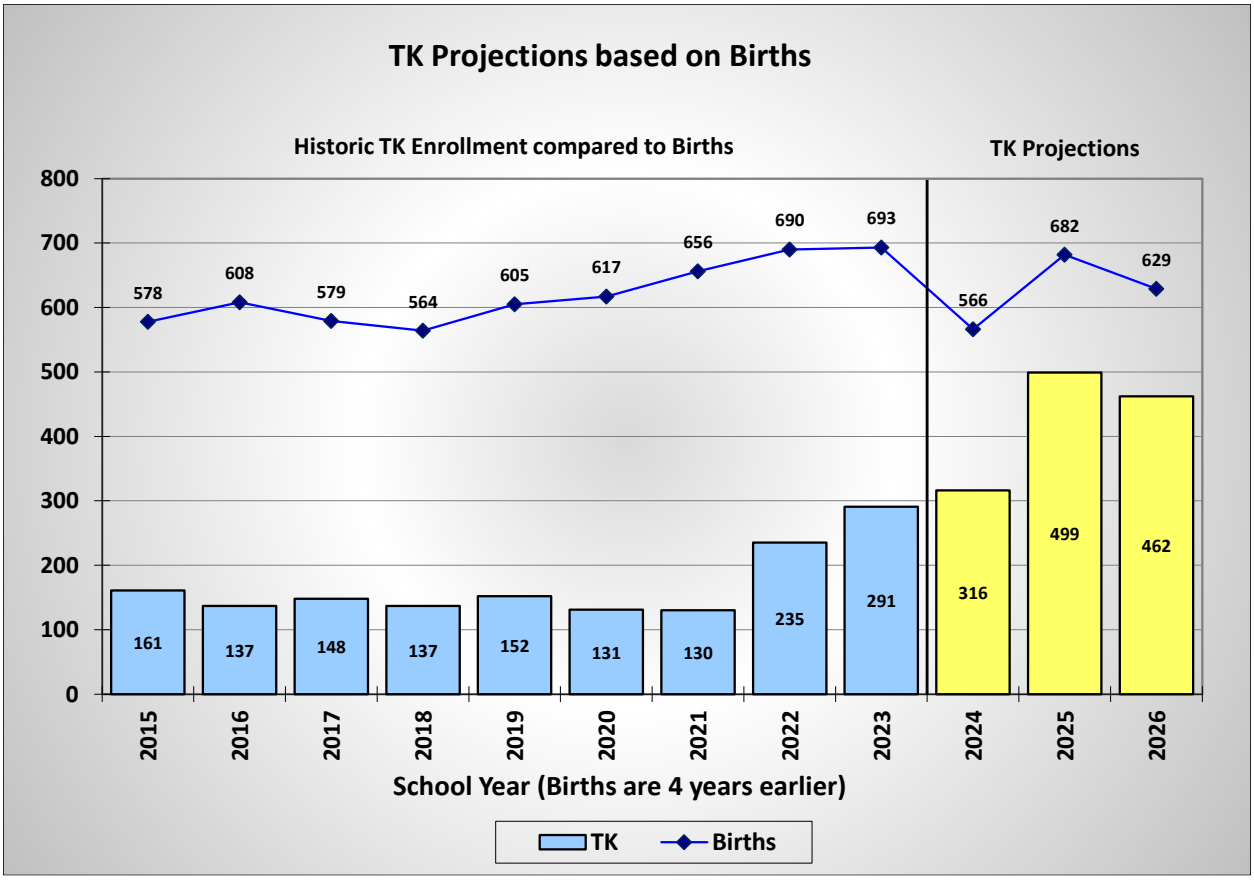


This figure shows the kindergarten capture rates for the past 12 years. Since the birth data is derived from zip code areas, which do not exactly match with the District boundaries, the capture rate also accounts for differences in the coverage areas. Low capture rates are common when a district serves only a portion of a large zip code area. A large capture rate is possible when families move into the area after the children were born, but before they arrived for kindergarten. Overall, the District has had a 12 year average capture rate of 112.25%.

Transitional Kindergarten

The Transitional Kindergarten (TK) program started in 2012 to provide an extra year for young children to get ready for kindergarten. Currently, the TK program allows four year-olds who will turn five between September 1 and April 2. Some districts allow parents with children just outside that window to also participate in the program. Since the window for the TK program is only seven months, participation in the TK program is typically less than 55% of the total kindergarten enrollment. In most current state processes, such as CalPADS reporting, the State Building Program, and ADA, TK students are included with the kindergarten numbers.

As mentioned under "Methodology", this report addresses the growth of the TK program over the next two years to a full grade.



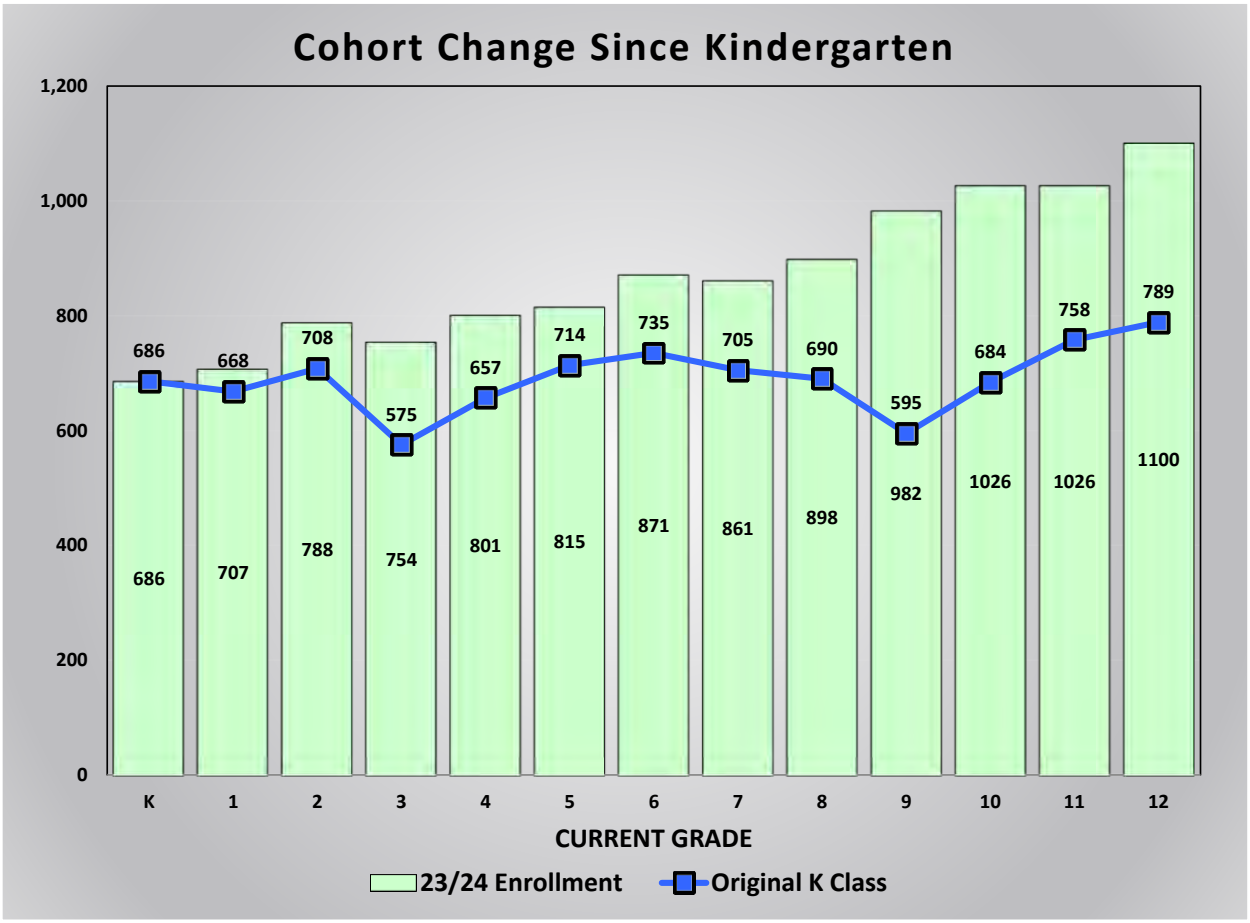
The TK projection for 2025/26 shows a total of 499 students and would be a full grade at that point.

TK/K Projection Summary by School

Rocklin Unified School District
TK/K Enrollment Planning

	24/25		25/26		26/27		27/28	
School	**TK**	**K**	**TK**	**K**	**TK**	**K**	**TK**	**K**
Antelope Creek Elem	27	76	43	62	40	72	40	66
Breen Elem	13	50	25	38	23	44	23	38
Cobblestone Elem	26	51	42	40	39	47	39	42
Parker Whitney Elem	27	50	46	38	42	48	42	43
Quarry Trail Elem	46	99	72	82	66	92	65	83
Rock Creek Elem	23	40	38	30	35	35	35	30
Rocklin Elem	30	60	51	46	47	58	47	51
Ruhkala Elem	15	42	23	35	21	42	21	40
Sierra Elem	29	47	41	37	39	41	39	37
Sunset Ranch Elem	32	74	50	64	46	74	46	68
Twin Oaks Elem	26	59	40	44	37	53	37	48
Valley View Elem	22	56	28	47	27	50	27	46
NPS	0	1	0	1	0	1	0	1
Totals	**316**	**705**	**499**	**564**	**462**	**657**	**461**	**593**

Retention Rates Since Kindergarten



This chart compares the original kindergarten class size to the current enrollment for each grade. For example, the current 6th grade class has 871 students and six years ago the kindergarten class had 735 students. Overall the class sizes have increased since kindergarten.

Rocklin Unified School District's boundary contains a number of private/charter schools that serve students in grades K-8 and these students show up in Rocklin Unified high schools for 9th grade.

Historic Enrollment and Trends

Rocklin Unified School District
Historic Enrollment and Cohorts

	CalPADS Enrollment				Historic Cohorts			Weighted
Grade	20/21	21/22	22/23	23/24	20 to 21	21 to 22	22 to 23	Average
TK	131	130	235	291	-1	105	56	62.8
K	575	708	668	686	133	-40	18	17.8
1	619	641	727	707	66	19	39	36.8
2	709	686	694	788	67	53	61	59.3
3	765	743	733	754	34	47	60	51.3
4	755	767	763	801	2	20	68	41.0
5	795	800	811	815	45	44	52	48.2
6	792	827	820	871	32	20	60	42.0
7	908	841	860	861	49	33	41	39.7
8	983	927	869	898	19	28	38	31.5
9	1,044	1,047	1,007	982	64	80	113	93.8
10	1,128	1,063	1,038	1,026	19	-9	19	9.7
11	1,144	1,122	1,032	1,026	-6	-31	-12	-17.3
12	1,001	1,127	1,097	1,100	-17	-25	68	22.8
Totals	**11,366**	**11,444**	**11,372**	**11,606**	**33.6**	**23.1**	**44.2**	**35.4**
Annual Change:		78	-72	234				

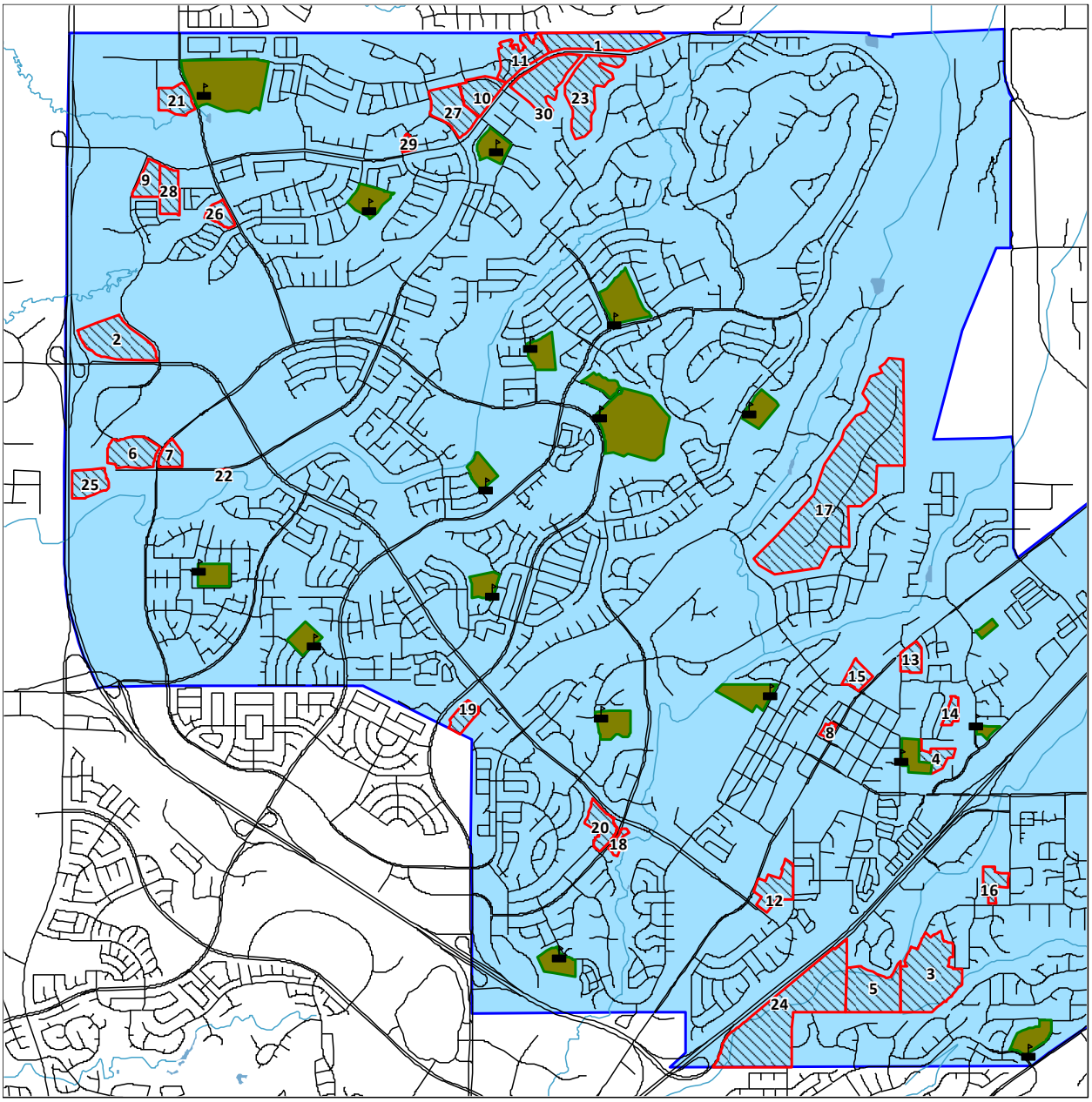
This chart shows the enrollment by grade level over the past four years. The cohort values were calculated for each grade and each year, along with the weighted average for each grade. A positive cohort value indicates that grade is expected to have more students than the previous grade last year. A negative value would mean that the grade has fewer students compared to the previous grade last year.

In general, a positive cohort is representative of growth and a negative cohort indicates a decline in enrollment. There are some exceptions. First grade usually has a positive cohort, as there are some students that do not attend kindergarten at public schools but arrive in first grade.

Another important item to notice is the current breakdown by grade level of the student population. Comparing the number of students in the lower grades to the upper grades can indicate potential increases or decreases in future enrollments. Also, if there is a large class or a small class, it will slowly cause a ripple in the enrollments as it advances a grade each year.

Finally, the annual change at the bottom of this chart indicates the net impact of the changes in enrollment over the past few years.

NEW HOUSING DEVELOPMENTS



This close up view of the District shows the location of the projected new development areas.

The City Planning Department within the school district's boundary was contacted for input on new housing developments. Two years of building permits were geocoded by address or APN to show the locations of active new developments.

The projections used in this report are based on the following number of units projected from these developments:

ID	Name	Remaining Units	Six Year Projection	Elementary	Boundary Middle	High
1	Edgefield Place	50	50	Quarry Trail	Granite Oaks	Whitney
2	Estia at Rocklin	181	181	Twin Oaks	Granite Oaks	Rocklin
3	Granite Lake Estates 2-4	65	30	Sierra	Spring View	Whitney
4	Granite Terrace	39	39	Rocklin	Spring View	Rocklin
5	Highlands Parcel A	20	20	Sierra	Spring View	Whitney
6	Lonetree Apts The Harper	397	397	Ruhkala	Spring View	Whitney
7	Mixed Use Rezone	0	0	Ruhkala	Spring View	Whitney
8	Oak and Pine Site	110	110	Parker Whitney	Spring View	Rocklin
9	Placer Creek Apts	254	120	Twin Oaks	Granite Oaks	Whitney
10	Prominence	53	53	Quarry Trail	Granite Oaks	Whitney
11	Prominence	6	6	Quarry Trail	Granite Oaks	Whitney
12	Quarry Place Cobblestone	220	100	Rocklin	Spring View	Rocklin
13	Quarry Row Subdivision	74	74	Rocklin	Spring View	Rocklin
14	Racetrack Subdivision	10	10	Rocklin	Spring View	Rocklin
15	Rocklin Gateway	204	0	Parker Whitney	Spring View	Rocklin
16	Rocklin Meadows	8	8	Sierra	Spring View	Whitney
17	Skyline	5	5	Parker Whitney	Spring View	Rocklin
18	South Whitney Mixed	20	20	Antelope Creek	Spring View	Whitney
19	Stanford Terrace II	100	100	Antelope Creek	Spring View	Whitney
20	Sunset Hills Townhomes	148	100	Antelope Creek	Spring View	Whitney
21	Terracina at Whitney Ranch	288	288	Sunset Ranch	Granite Oaks	Whitney
22	The Residences at West Oaks	16	16	Ruhkala	Spring View	Whitney
23	Tribute Pointe	79	79	Quarry Trail	Granite Oaks	Whitney
24	Vista Oaks	100	0	Sierra	Spring View	Whitney
25	West Oaks Apartments	365	245	Ruhkala	Spring View	Whitney
26	Whitney Ranch Unit 1	43	43	Twin Oaks	Granite Oaks	Whitney
27	Whitney Ranch Unit 49	60	80	Quarry Trail	Granite Oaks	Whitney
28	Wildcat West	88	88	Twin Oaks	Granite Oaks	Whitney
29	Wrenwood	10	10	Quarry Trail	Granite Oaks	Whitney
30	Wrenwood	144	144	Quarry Trail	Granite Oaks	Whitney
	Totals	**3,157**	**2,416**			

Assuming that 2,416 of the 3,157 planned units are completed over a six year period, there would be an average of 403 new housing units per year.

To determine the impact of the new housing development, each new housing unit is multiplied by the student yield rate. Currently, according to the 2020 Census data, the District student yield rate is 0.473 students per housing unit. For purposes of the enrollment projections in this report, we have applied a 90% factor to the yield rate as new homes initially tend not to yield as many students as the currently existing homes. This breaks down as follows:

Rocklin Unified School District
Student Yield Rate Analysis

Grade	2020 Students in District	2020 Housing Units	Census Student Yield Rate	Projected Student Yield Rate
Total TK-6	5,141	24,012	0.214	0.193
Total 7-8	1,891	24,012	0.079	0.071
Total 9-12	4,317	24,012	0.180	0.162
Total	**11,364**		**0.473**	**0.426**

Based on 2020 Census Data for school district.

The yield rate used for new construction eligibility determination in the State building program is 0.70 students per home for K-12 districts. The yield rate in the Rocklin Unified School District is lower than the State average.

Rocklin Unified School District
New Development Construction
Housing Units per Year

School	24/25 Year 1	25/26 Year 2	26/27 Year 3	27/28 Year 4	28/29 Year 5	29/30 Year 6	Totals
Antelope Creek Elem	75	25	10	30	40	40	220
Parker Whitney Elem	5	0	50	60	0	0	115
Quarry Trail Elem	135	106	85	56	20	20	422
Rocklin Elem	15	20	51	37	40	60	223
Ruhkala Elem	16	0	97	100	220	225	658
Sierra Elem	8	0	0	10	20	20	58
Sunset Ranch Elem	144	144	0	0	0	0	288
Twin Oaks Elem	0	0	95	117	90	130	432
Elementary Totals	**398**	**295**	**388**	**410**	**430**	**495**	**2,416**
Granite Oaks Middle	279	250	180	173	110	150	1,142
Spring View Middle	119	45	208	237	320	345	1,274
Middle Totals	**398**	**295**	**388**	**410**	**430**	**495**	**2,416**
Rocklin High	20	20	132	147	90	110	519
Whitney High	378	275	256	263	340	385	1,897
High Totals	**398**	**295**	**388**	**410**	**430**	**495**	**2,416**

Based on these estimated construction rates, the development will generate 169 students next year and a total of 1,028 students in the next six years.

CLASSROOM COUNTS AND CAPACITY

It is important to understand that capacity and classroom counts may be viewed different ways for different purposes. The State School Facilities Program (SFP) considers all available teaching stations excluding physical education facilities and core facilities (e.g., libraries, multipurpose rooms, and administrative spaces), as part of the site capacity when calculating eligibility for new construction or modernization funding. The State also has its own loading standards per classroom as part of the eligibility determinations.

Another method for calculating capacity and number of classrooms is based on local District standards of class size and a definition of what is considered a full day teaching station. The District may set aside several classroom spaces defined by the SFP for specialized programs or pull-out spaces.

The classroom counts and capacities defined in this Demographics and Enrollment Projections Study represent the rooms that have been identified by Rocklin Unified School District administration as designated fulltime teaching stations. This count is a net count and may not take into consideration other rooms which could be used as fulltime teaching stations but are needed for other programs offered by the District.

The classroom counts are shown for each school and are used to determine the capacity. The classroom counts represent the rooms that can be used for teaching purposes at each school site. The classroom counts may not represent the current classrooms being used, as there may be unused rooms on the school site. In some cases, there may be fewer classrooms counted than current teaching stations if some of the rooms being used were designed for other purposes but are currently being used as classrooms due to overcrowding.

SCHOOL PROJECTIONS

This Study provides a detailed analysis of student attendance patterns and enrollment for each school. This includes a boundary map illustrating that particular school's attendance patterns along with a chart showing the projected enrollment for the next six years. These charts indicate the actual enrollment at each school over the past four years along with the projected enrollment for the next six years. In addition, the number of students living in the boundary are shown for the same time period. If there are more students attending than live in the area, then there is a net inflow. If more students live in the boundary than attend the school, then there is a net outflow.

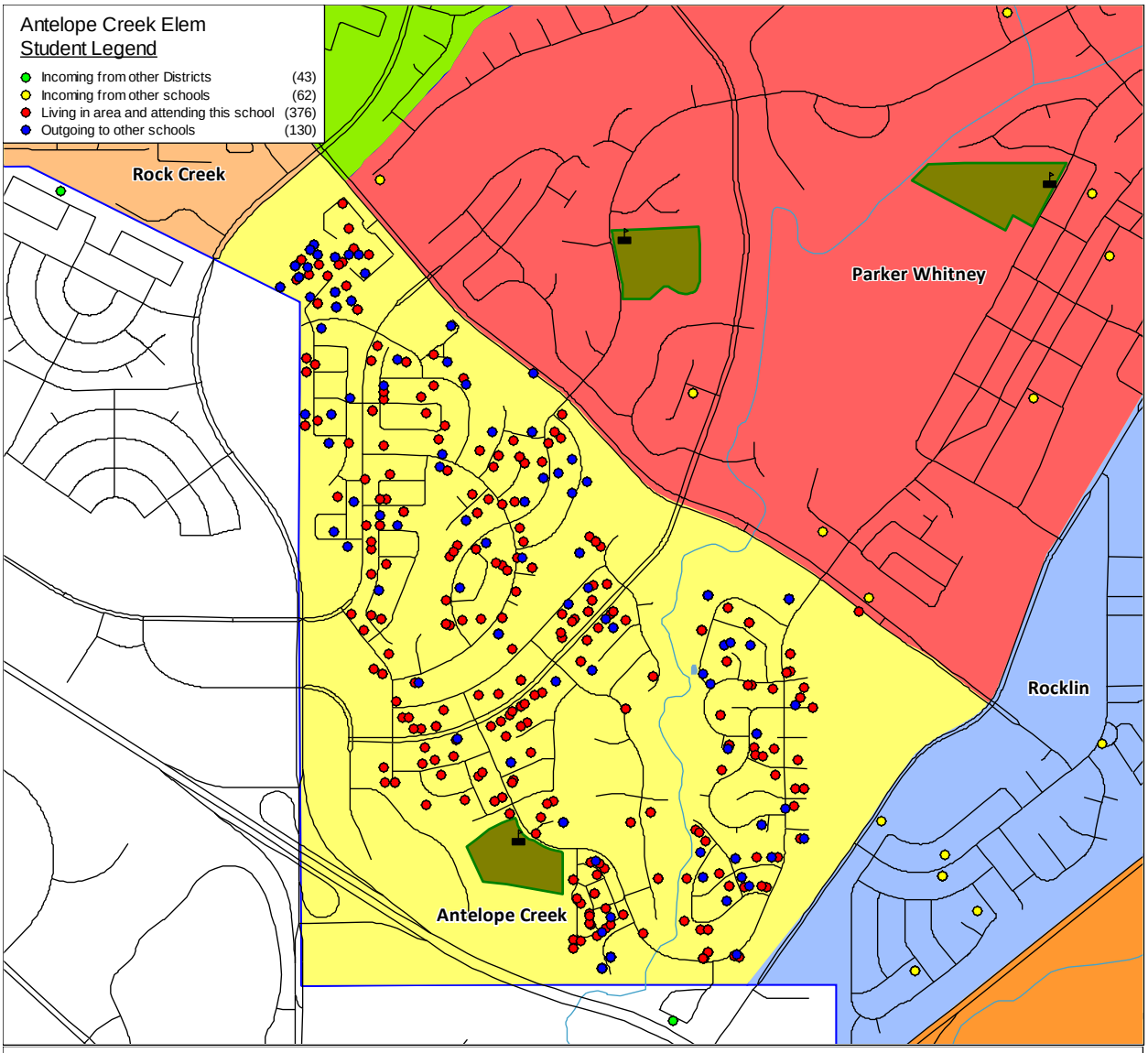
The current capacity is shown on these charts to identify if there will be classroom space available for the students. If space is not available, then the attendance patterns will likely need to change if the additional facilities are not provided. The capacity for each school was determined by using the following loading standards for each classroom identified:

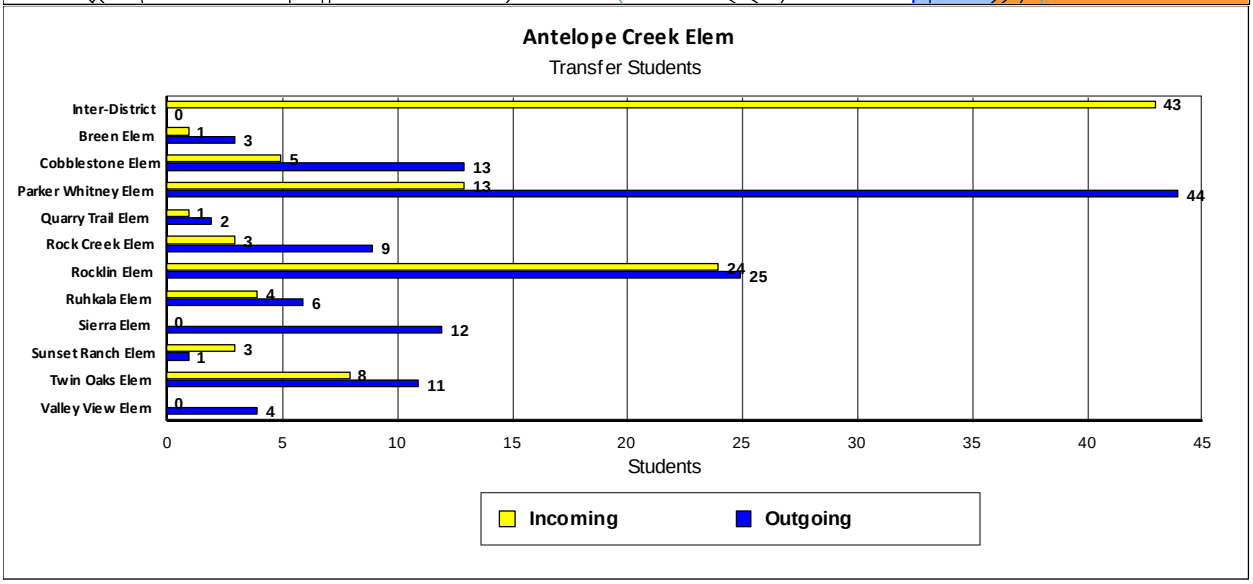
Grade	Loading Standard
TK	20
K	24
1-3	24
4-6	28
7-8	28
9-12	32

These loading standards are based on the 2024-25 loading factors and may change based on the level of funding for schools in the future.

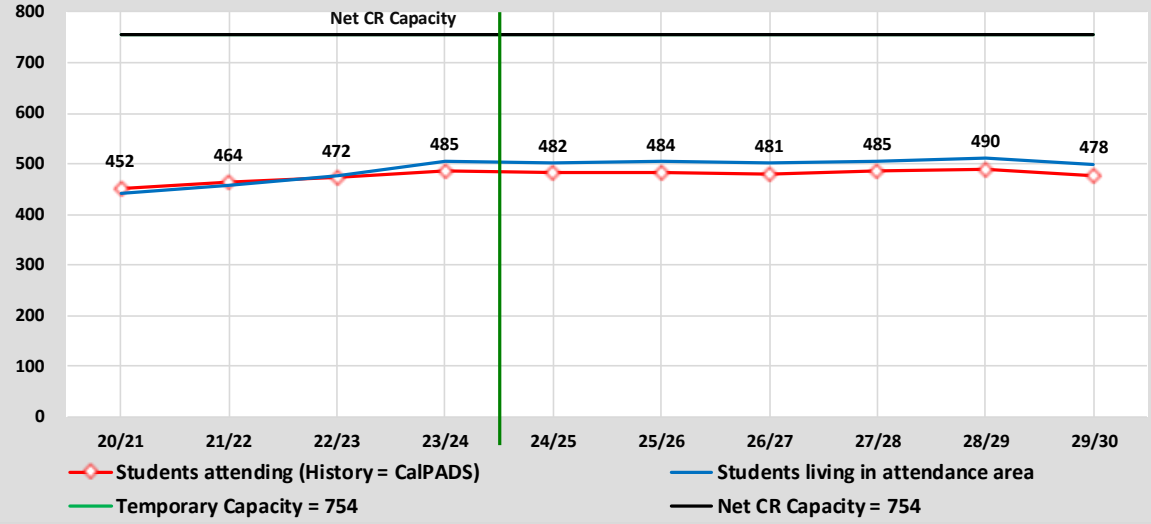
Detailed data is provided below each projection chart that shows the projected enrollment by grade for the next six years.

The Attendance Factors were determined by analyzing the current year of students to see how many Inter- and Intra-District transfers there are. Once the baseline projections are calculated for the residents in the attendance area, the Intra-District and Inter-District factors are applied to determine the projected enrollment for each school.


Antelope Creek Elem
Student Legend
Incoming from other Districts (43)
Incoming from other schools (62)
Living in area and attending this school (376)
Outgoing to other schools (130)
Rock Creek
Parker Whitney
Rocklin
Antelope Creek


Antelope Creek Elem
Transfer Students
Inter-District 0 43
Breen Elem 1 3
Cobblestone Elem 5 13
Parker Whitney Elem 13 44
Quarry Trail Elem 1 2
Rock Creek Elem 3 9
Rocklin Elem 24 25
Ruhkala Elem 4 6
Sierra Elem 0 12
Sunset Ranch Elem 3 1
Twin Oaks Elem 8 11
Valley View Elem 0 4
0 5 10 15 20 25 30 35 40 45
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Antelope Creek Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 31
Grades Served = TK - 6

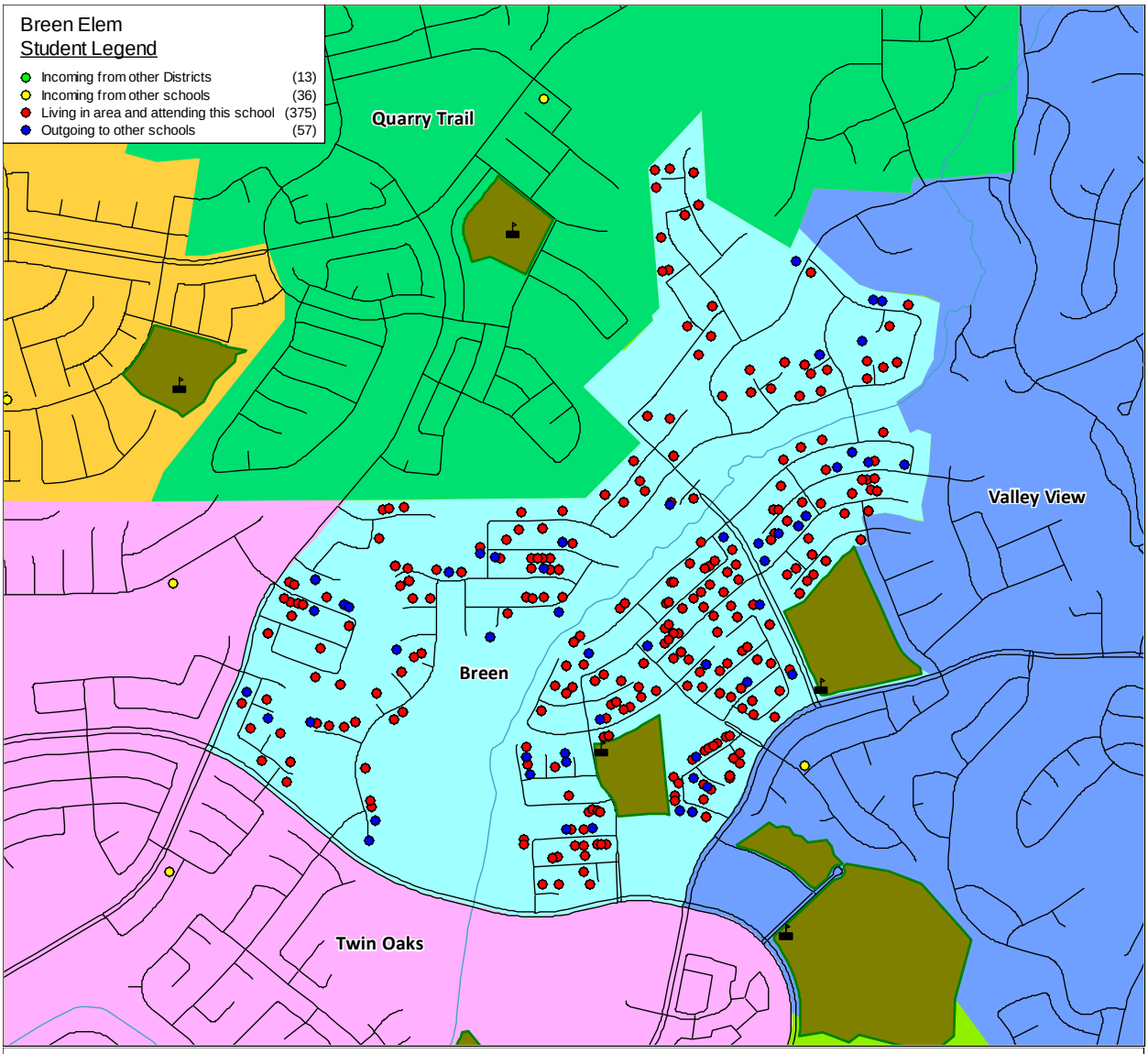
Classroom Needs Timeline

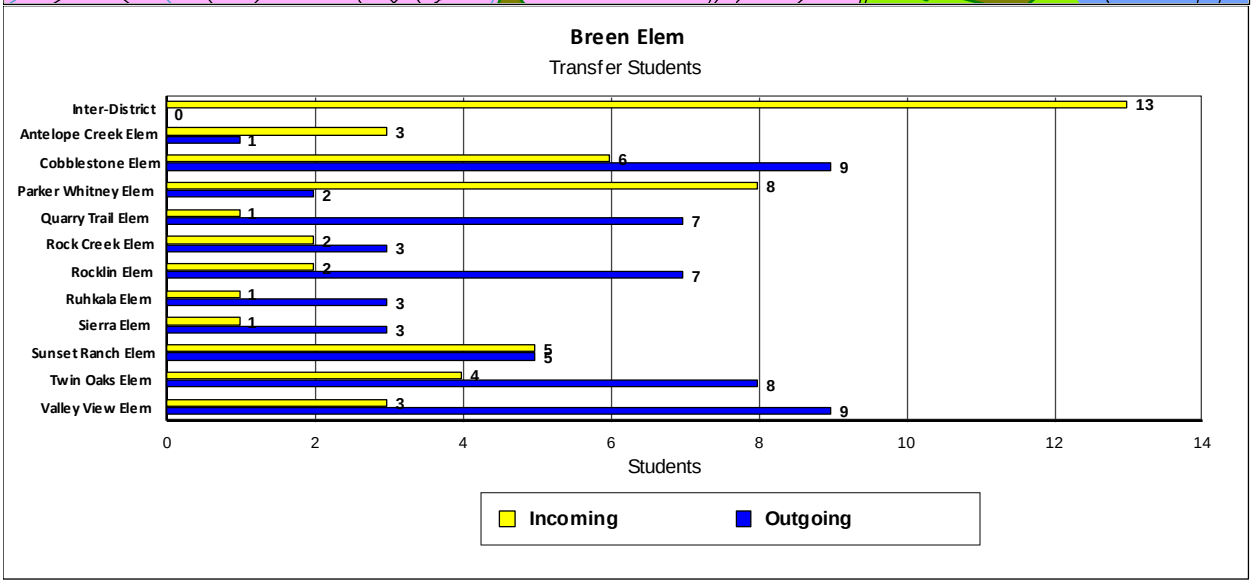
Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
23/24	485	13	0	754	0	0	-12	269	
24/25	482	-3	0	754	0	0	-11	272	75
25/26	484	2	0	754	0	0	-11	270	25
26/27	481	-3	0	754	0	0	-12	273	10
27/28	485	4	0	754	0	0	-11	269	30
28/29	490	5	0	754	0	0	-11	264	40
29/30	478	-12	0	754	0	0	-12	276	40

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 31

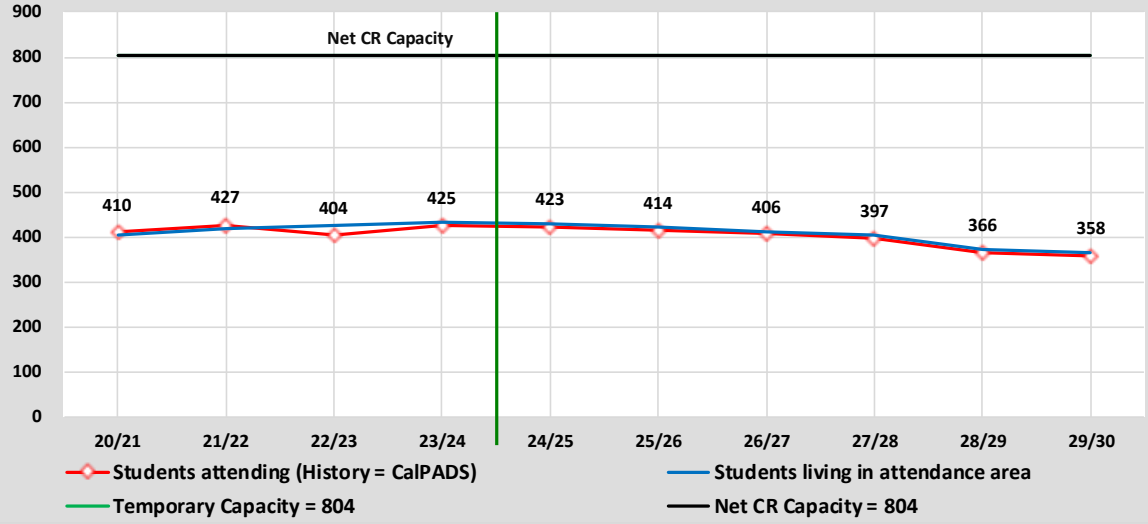
Antelope Creek Elem

YEAR:	Current	Projected Enrollment						Cohort	Attendance Factors	
	23/24	24/25	25/26	26/27	27/28	28/29	29/30	Average	Intra	Inter
Grade										
T K	27	27	43	40	40	40	40	0	-7.4%	7.4%
K	66	76	62	72	66	66	66	0	-1.7%	13.6%
1	77	64	72	58	69	63	63	-3	-4.3%	14.3%
2	54	72	58	66	52	64	58	7	-15.3%	6.8%
3	62	64	80	66	75	61	73	4	-6.5%	6.5%
4	68	65	65	81	68	77	63	-1	-3.1%	7.7%
5	64	59	55	54	71	58	67	3	-23.0%	9.5%
6	67	55	49	44	44	61	48	3	-28.9%	3.3%
Totals	**485**	**482**	**484**	**481**	**485**	**490**	**478**	**1.6**	**-11.3%**	**8.6%**


Breen Elem
Student Legend
Incoming from other Districts (13)
Incoming from other schools (36)
Living in area and attending this school (375)
Outgoing to other schools (57)
Quarry Trail
Valley View
Breen
Twin Oaks


Breen Elem
Transfer Students
Inter-District 0 13
Antelope Creek Elem 1 3
Cobblestone Elem 6 9
Parker Whitney Elem 2 8
Quarry Trail Elem 1 7
Rock Creek Elem 2 3
Rocklin Elem 2 7
Ruhkala Elem 1 3
Sierra Elem 1 3
Sunset Ranch Elem 5 5
Twin Oaks Elem 4 8
Valley View Elem 3 9
0 2 4 6 8 10 12 14
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Breen Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 32
Grades Served = TK - 6

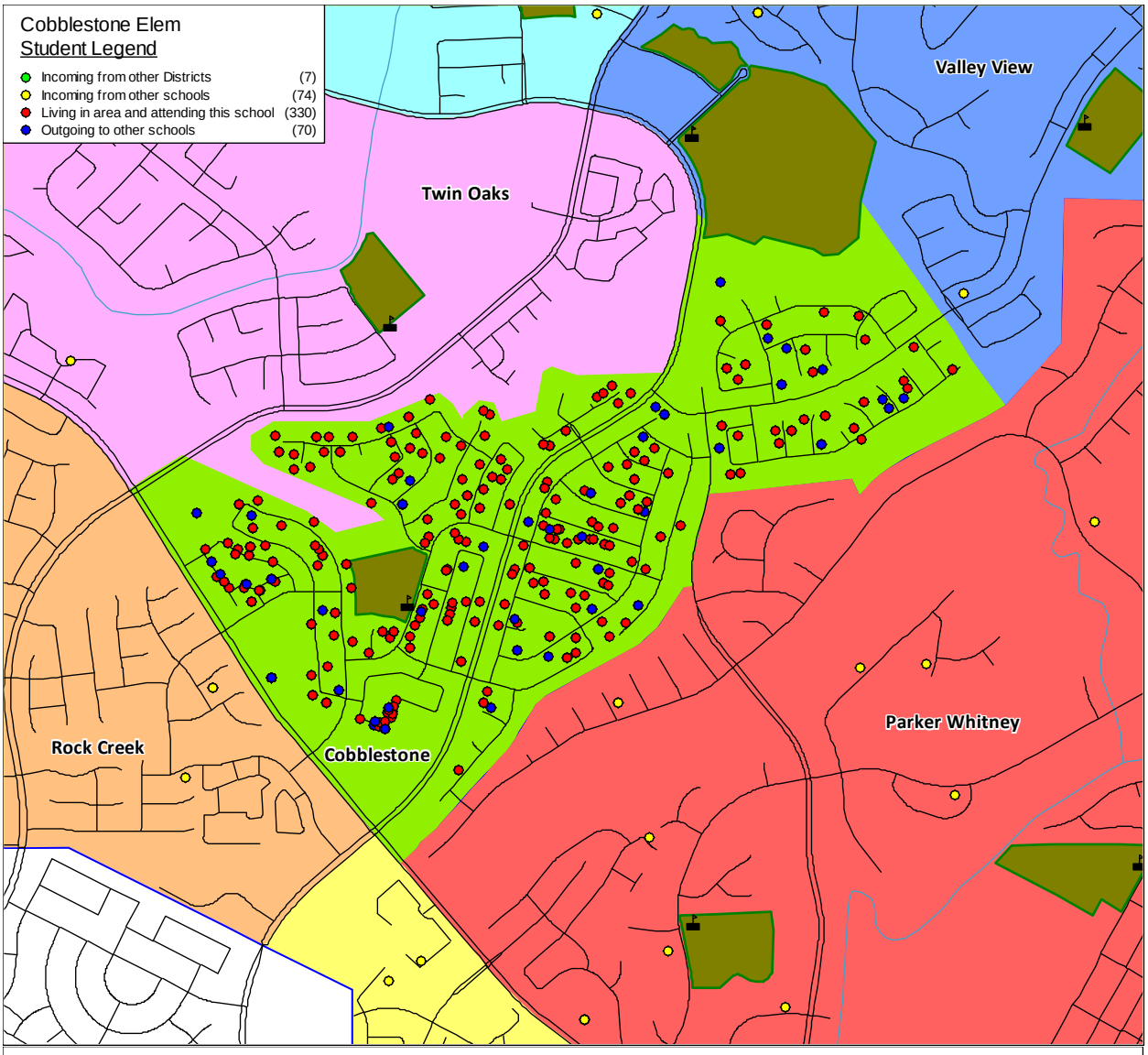
Classroom Needs Timeline

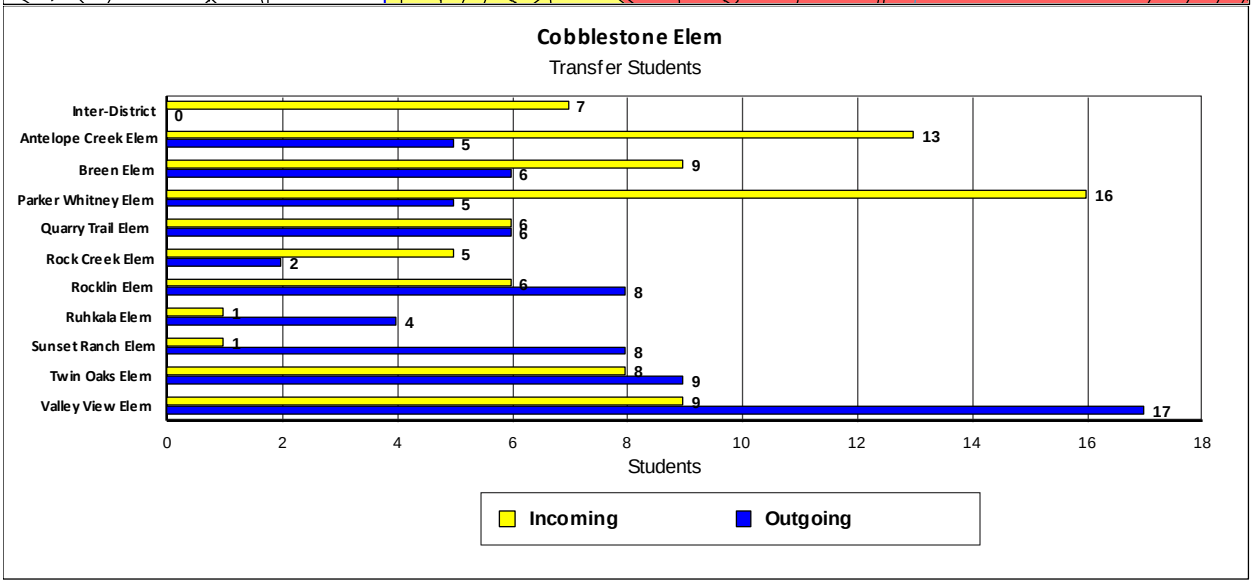
Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
23/24	425	21	0	804	0	0	-15	379	
24/25	423	-2	0	804	0	0	-14	381	0
25/26	414	-9	0	804	0	0	-16	390	0
26/27	406	-8	0	804	0	0	-16	398	0
27/28	397	-9	0	804	0	0	-16	407	0
28/29	366	-31	0	804	0	0	-17	438	0
29/30	358	-8	0	804	0	0	-18	446	0

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 32

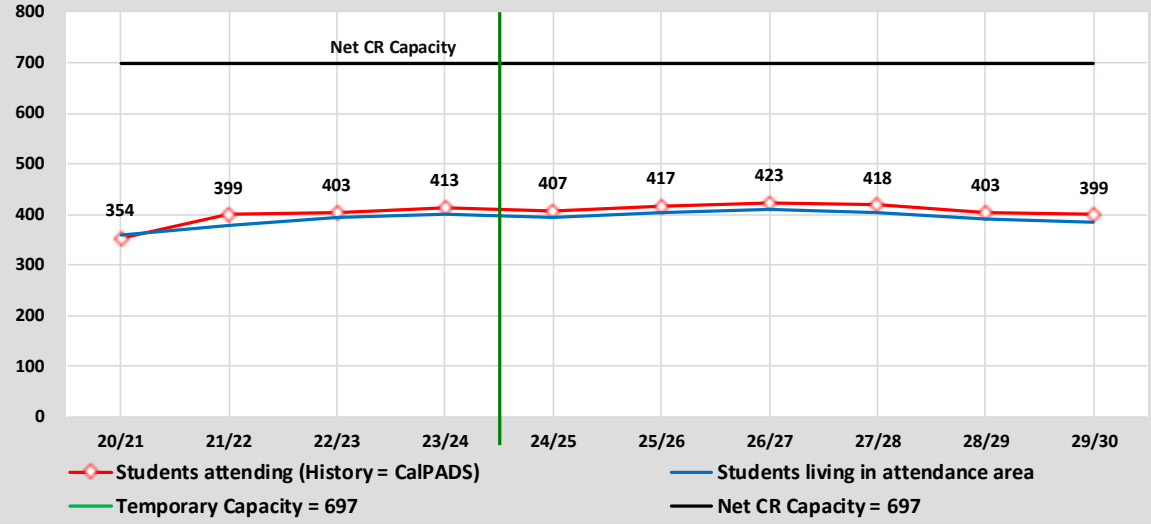
Breen Elem

YEAR:	Current 23/24	Projected Enrollment 24/25	25/26	26/27	27/28	28/29	29/30	Cohort Average	Attendance Factors Intra	Inter
Grade										
T K	21	13	25	23	23	23	23	0	-29.6%	7.4%
K	44	50	38	44	38	36	34	0	-8.7%	4.3%
1	47	49	55	43	49	43	41	3	0.0%	4.4%
2	75	50	52	58	46	52	46	7	-2.7%	2.7%
3	50	70	45	47	53	41	47	3	-10.7%	0.0%
4	62	59	79	54	56	62	50	4	0.0%	1.6%
5	64	55	52	72	47	49	55	1	-7.2%	0.0%
6	62	77	68	65	85	60	62	1	9.4%	7.5%
Totals	**425**	**423**	**414**	**406**	**397**	**366**	**358**	**2.4**	**-6.2%**	**3.5%**


Cobblestone Elem
Student Legend
Incoming from other Districts (7)
Incoming from other schools (74)
Living in area and attending this school (330)
Outgoing to other schools (70)
Valley View
Twin Oaks
Rock Creek
Cobblestone
Parker Whitney


Cobblestone Elem
Transfer Students
Inter-District 0 7
Antelope Creek Elem 5 13
Breen Elem 6 9
Parker Whitney Elem 5 16
Quarry Trail Elem 6 6
Rock Creek Elem 2 5
Rocklin Elem 6 8
Ruhkala Elem 4 1
Sunset Ranch Elem 8 1
Twin Oaks Elem 9 8
Valley View Elem 17 9
0 2 4 6 8 10 12 14 16 18
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Cobblestone Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 28
Grades Served = TK - 6

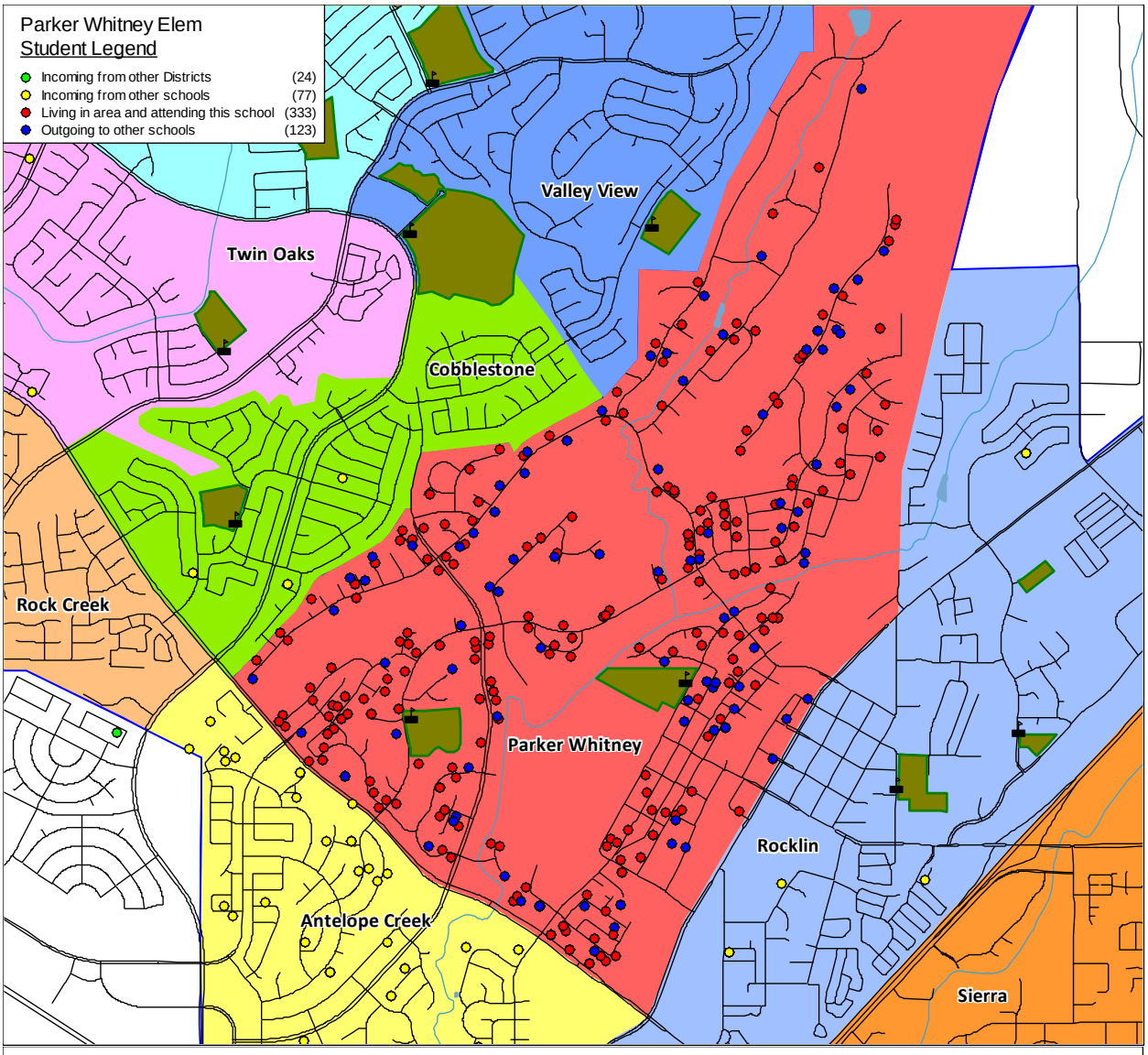
Classroom Needs Timeline

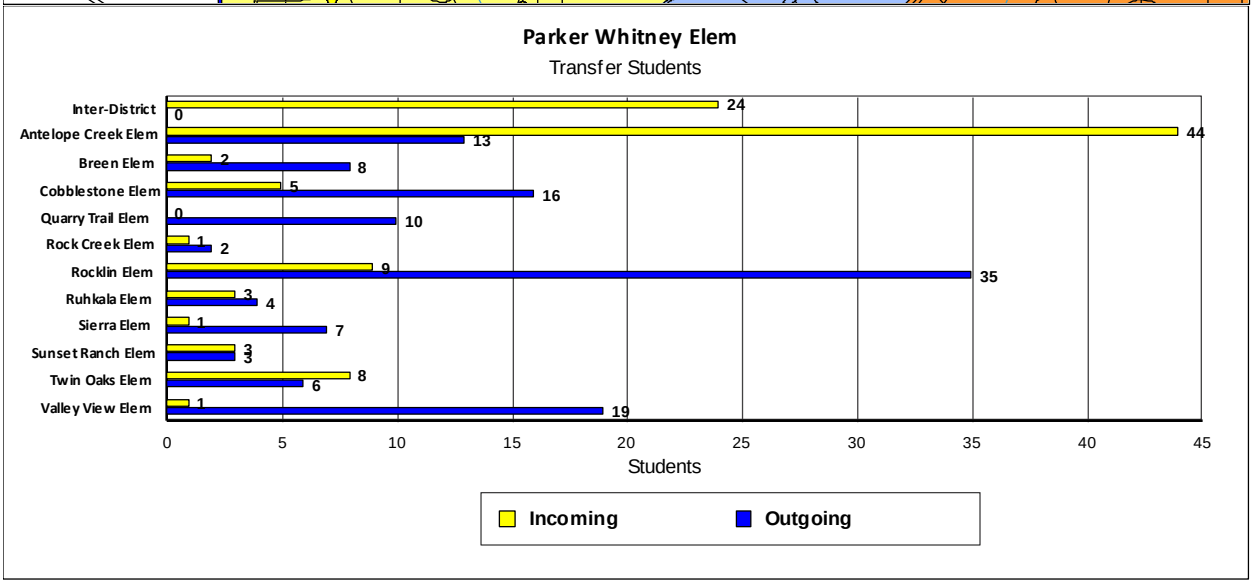
Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
23/24	413	10	0	697	0	0	-11	284	
24/25	407	-6	0	697	0	0	-11	290	0
25/26	417	10	0	697	0	0	-11	280	0
26/27	423	6	0	697	0	0	-11	274	0
27/28	418	-5	0	697	0	0	-11	279	0
28/29	403	-15	0	697	0	0	-12	294	0
29/30	399	-4	0	697	0	0	-13	298	0

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 28

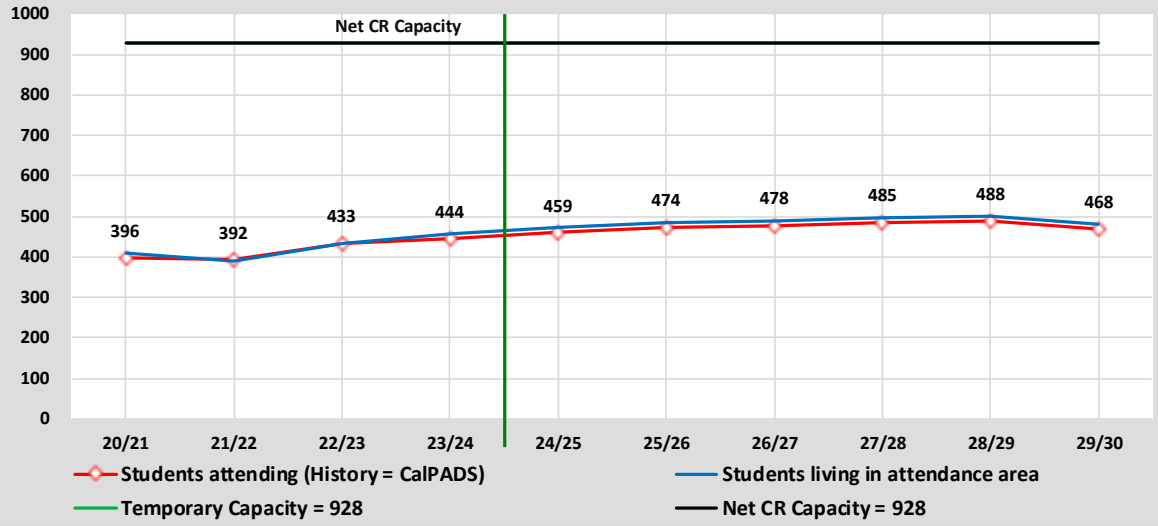
Cobblestone Elem

YEAR:	Current 23/24	Projected Enrollment 24/25	25/26	26/27	27/28	28/29	29/30	Cohort Average	Attendance Factors Intra	Inter
Grade										
T K	21	26	42	39	39	39	39	0	0.0%	0.0%
K	47	51	40	47	42	41	40	0	-4.1%	0.0%
1	44	47	51	40	47	42	41	1	-8.7%	4.3%
2	70	58	61	65	54	61	56	3	13.3%	3.3%
3	47	56	44	47	51	40	47	2	-11.5%	1.9%
4	49	58	67	55	58	62	51	4	6.5%	0.0%
5	50	42	51	60	48	51	55	0	-5.7%	0.0%
6	85	69	61	70	79	67	70	5	13.7%	2.7%
Totals	**413**	**407**	**417**	**423**	**418**	**403**	**399**	**1.9**	**0.4%**	**1.5%**


Parker Whitney Elem
Student Legend
Incoming from other Districts (24)
Incoming from other schools (77)
Living in area and attending this school (333)
Outgoing to other schools (123)
Valley View
Twin Oaks
Cobblestone
Rock Creek
Parker Whitney
Rocklin
Antelope Creek
Sierra


Parker Whitney Elem
Transfer Students
Inter-District 0 24
Antelope Creek Elem 44 13
Breen Elem 2 8
Cobblestone Elem 5 16
Quarry Trail Elem 0 10
Rock Creek Elem 1 2
Rocklin Elem 9 35
Ruhkala Elem 3 4
Sierra Elem 1 7
Sunset Ranch Elem 3 3
Twin Oaks Elem 8 6
Valley View Elem 1 19
0 5 10 15 20 25 30 35 40 45
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Parker Whitney Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 37
Grades Served = TK - 6

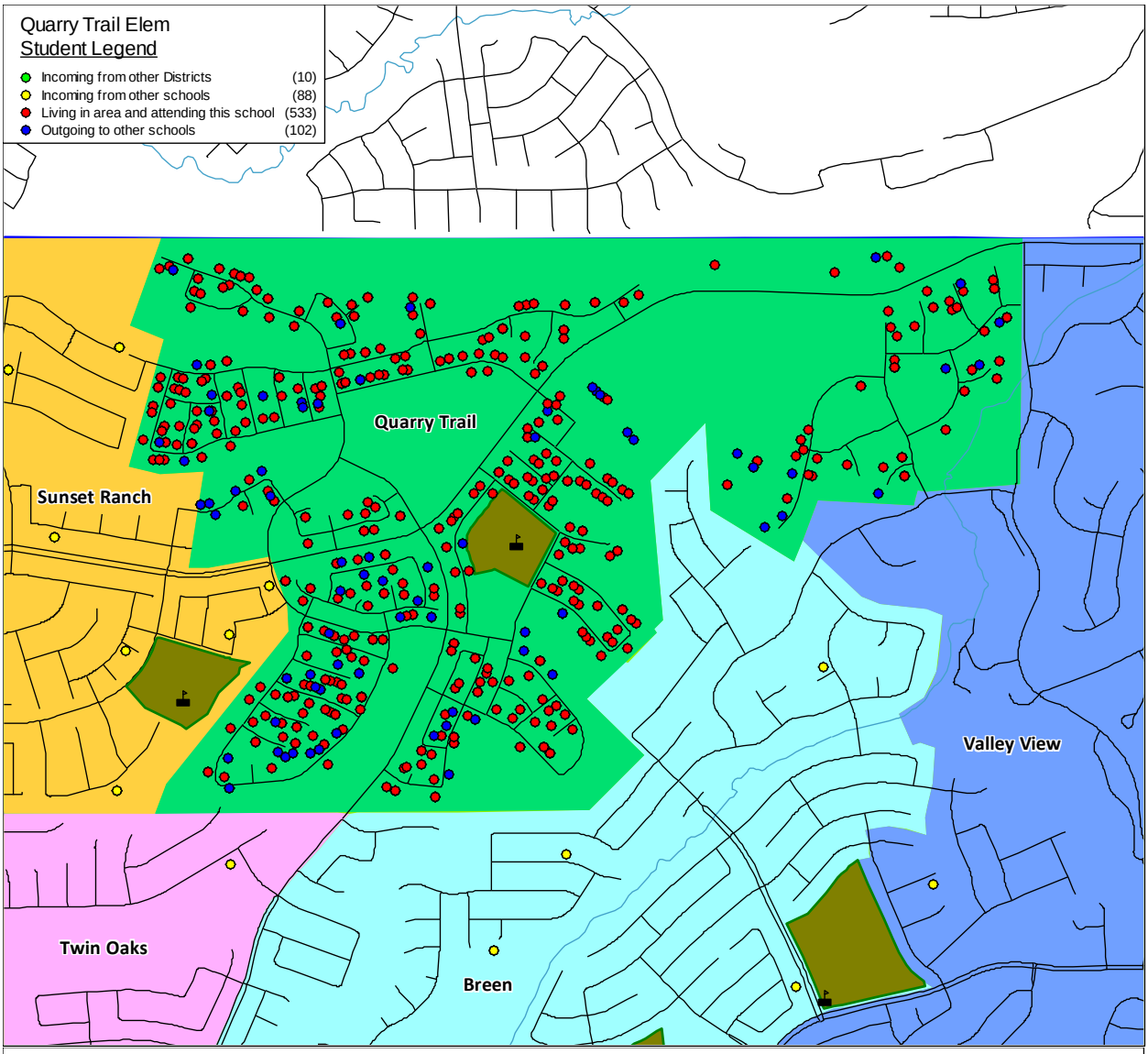
Classroom Needs Timeline

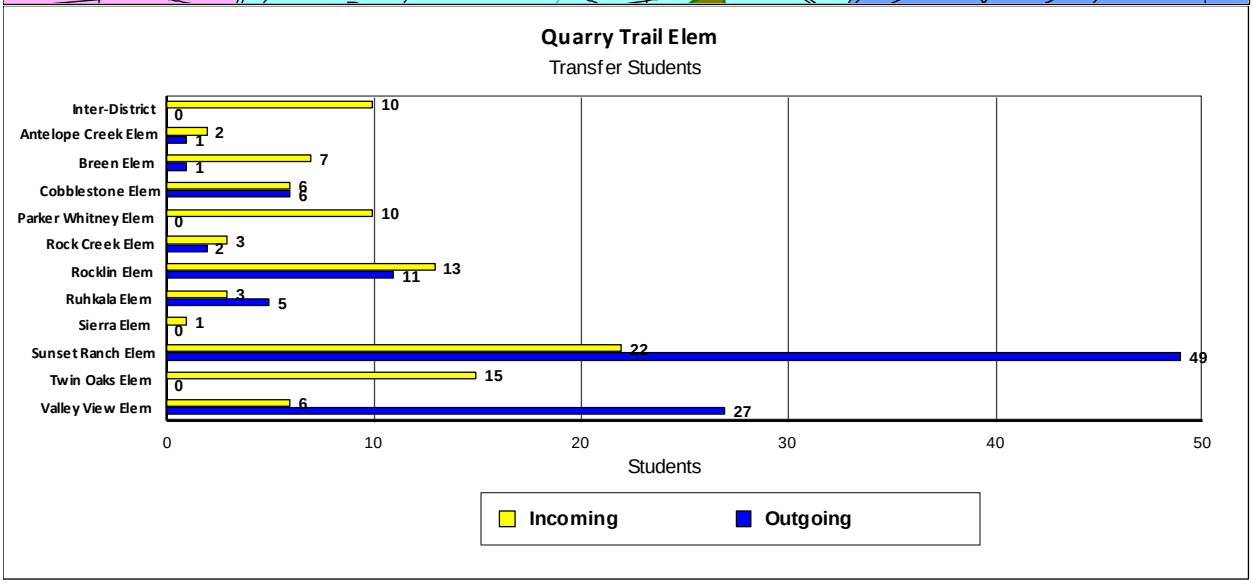
Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
23/24	444	11	0	928	0	0	-19	484	
24/25	459	15	0	928	0	0	-18	469	5
25/26	474	15	0	928	0	0	-18	454	0
26/27	478	4	0	928	0	0	-18	450	50
27/28	485	7	0	928	0	0	-17	443	60
28/29	488	3	0	928	0	0	-18	440	0
29/30	468	-20	0	928	0	0	-18	460	0

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 37

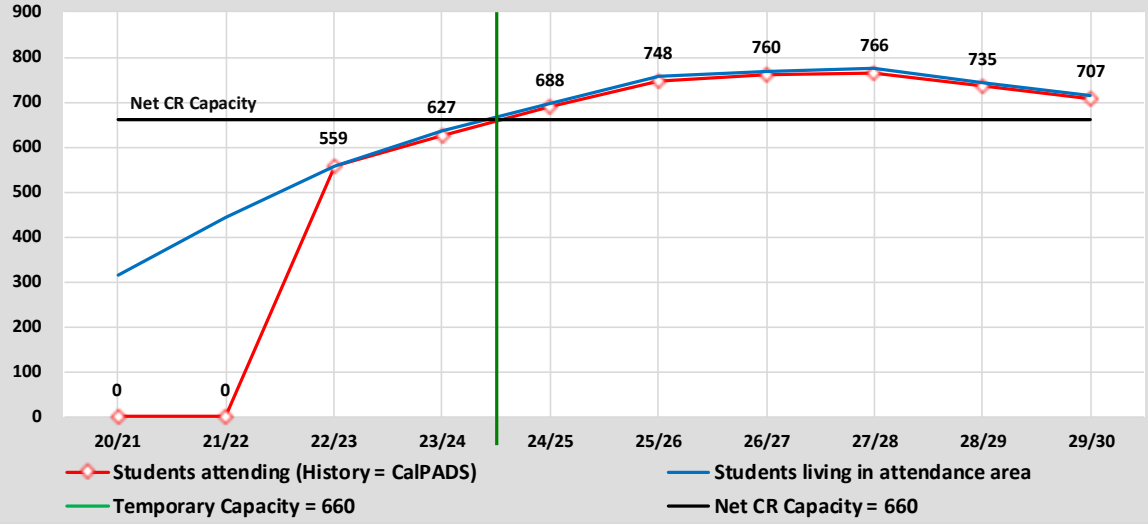
Parker Whitney Elem

YEAR:	Current 23/24	Projected Enrollment 24/25	25/26	26/27	27/28	28/29	29/30	Cohort Average	Attendance Factors Intra	Inter
Grade										
T K	21	27	46	42	42	42	42	0	-23.1%	3.8%
K	48	50	38	48	43	42	41	0	-22.0%	3.4%
1	70	59	61	50	61	54	53	2	-7.0%	5.6%
2	54	76	65	68	57	67	60	6	-7.4%	7.4%
3	60	55	77	67	70	58	68	3	-3.3%	1.6%
4	63	59	54	77	67	69	57	-1	-4.8%	4.8%
5	64	68	64	60	83	72	74	2	0.0%	6.7%
6	64	65	69	66	62	84	73	4	-4.8%	8.1%
Totals	**444**	**459**	**474**	**478**	**485**	**488**	**468**	**2.0**	**-9.1%**	**5.2%**


Quarry Trail Elem
Student Legend
Incoming from other Districts (10)
Incoming from other schools (88)
Living in area and attending this school (533)
Outgoing to other schools (102)
Quarry Trail
Sunset Ranch
Valley View
Twin Oaks
Breen


Quarry Trail Elem
Transfer Students
Inter-District 0 10
Antelope Creek Elem 1 2
Breen Elem 1 7
Cobblestone Elem 6 6
Parker Whitney Elem 0 10
Rock Creek Elem 2 3
Rocklin Elem 11 13
Ruhkala Elem 5 3
Sierra Elem 0 1
Sunset Ranch Elem 22 49
Twin Oaks Elem 0 15
Valley View Elem 6 27
0 10 20 30 40 50
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Quarry Trail Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 27
Grades Served = TK - 6

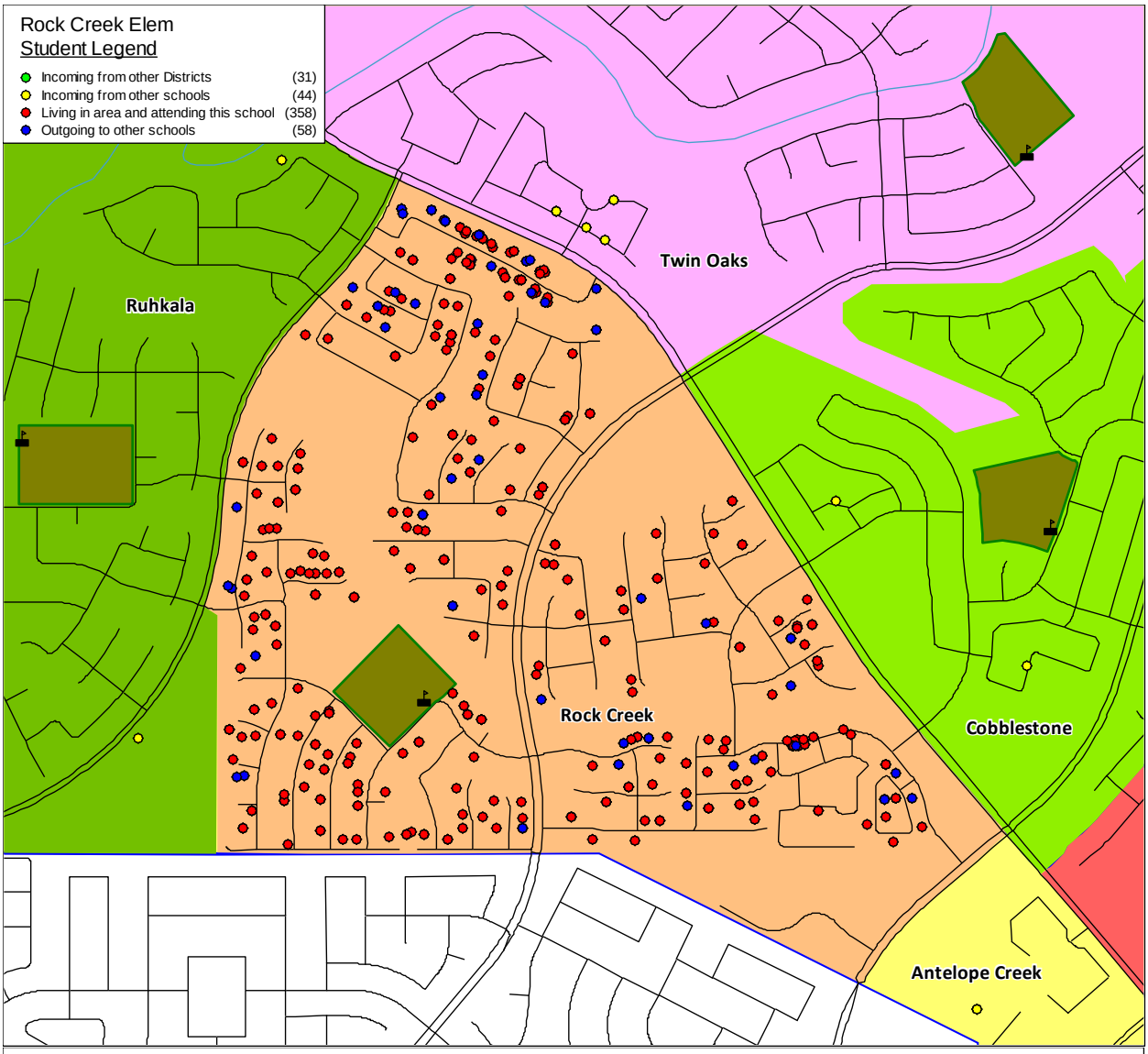
Classroom Needs Timeline

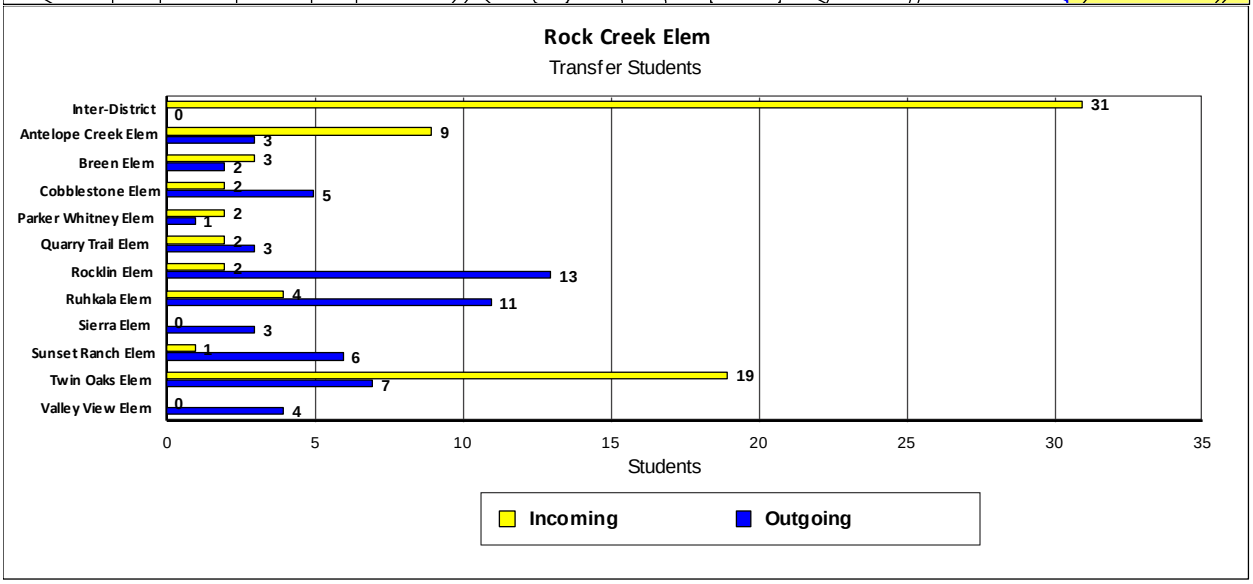
Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
23/24	627	68	0	660	0	0	-1	33	
24/25	688	61	0	660	28	2	2	0	135
25/26	748	60	0	660	88	1	3	0	106
26/27	760	12	0	660	100	0	3	0	85
27/28	766	6	0	660	106	1	4	0	56
28/29	735	-31	0	660	75	0	2	0	20
29/30	707	-28	0	660	47	0	0	0	20

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 27

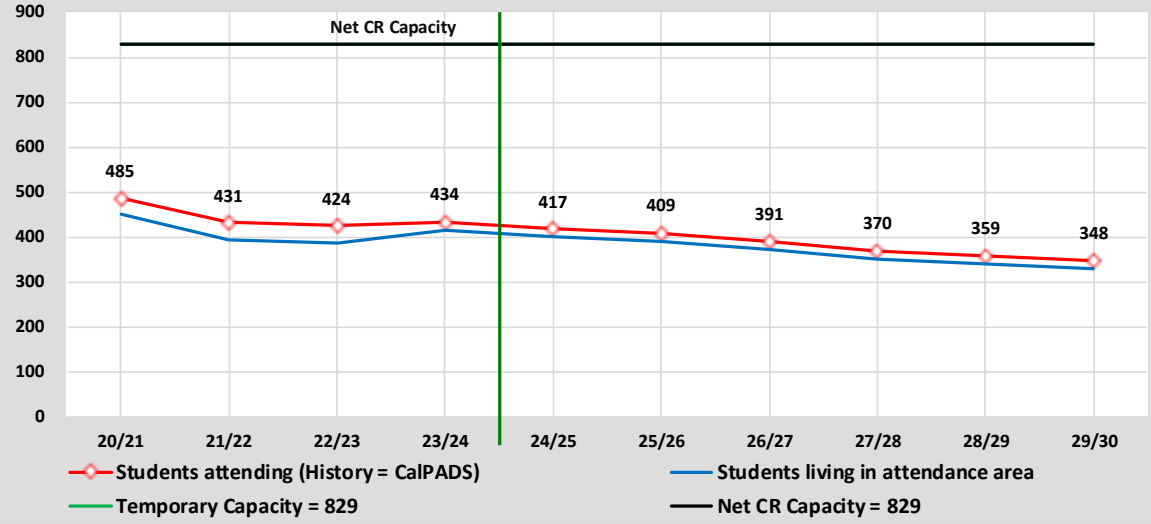
Quarry Trail Elem

YEAR:	Current	Projected Enrollment						Cohort	Attendance Factors	
	23/24	24/25	25/26	26/27	27/28	28/29	29/30	Average	Intra	Inter
Grade										
T K	46	46	72	66	65	64	63	0	4.7%	2.3%
K	103	99	82	92	83	79	75	0	20.2%	2.4%
1	95	107	102	85	94	84	80	13	10.7%	2.4%
2	93	89	101	95	77	85	75	8	-3.2%	1.1%
3	77	106	101	113	106	87	95	17	-6.1%	0.0%
4	85	82	110	105	116	108	89	8	-9.8%	2.2%
5	64	90	86	114	108	118	110	12	-18.2%	1.3%
6	64	69	94	90	117	110	120	7	-19.2%	1.3%
Totals	**627**	**688**	**748**	**760**	**766**	**735**	**707**	**8.1**	**-2.6%**	**1.6%**


Rock Creek Elem
Student Legend
Incoming from other Districts (31)
Incoming from other schools (44)
Living in area and attending this school (358)
Outgoing to other schools (58)
Ruhkala
Twin Oaks
Rock Creek
Cobblestone
Antelope Creek


Rock Creek Elem
Transfer Students
Inter-District 0 31
Antelope Creek Elem 9 3
Breen Elem 3 2
Cobblestone Elem 2 5
Parker Whitney Elem 2 1
Quarry Trail Elem 2 3
Rocklin Elem 2 13
Ruhkala Elem 4 11
Sierra Elem 0 3
Sunset Ranch Elem 1 6
Twin Oaks Elem 19 7
Valley View Elem 0 4
0 5 10 15 20 25 30 35
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Rock Creek Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 33
Grades Served = TK - 6

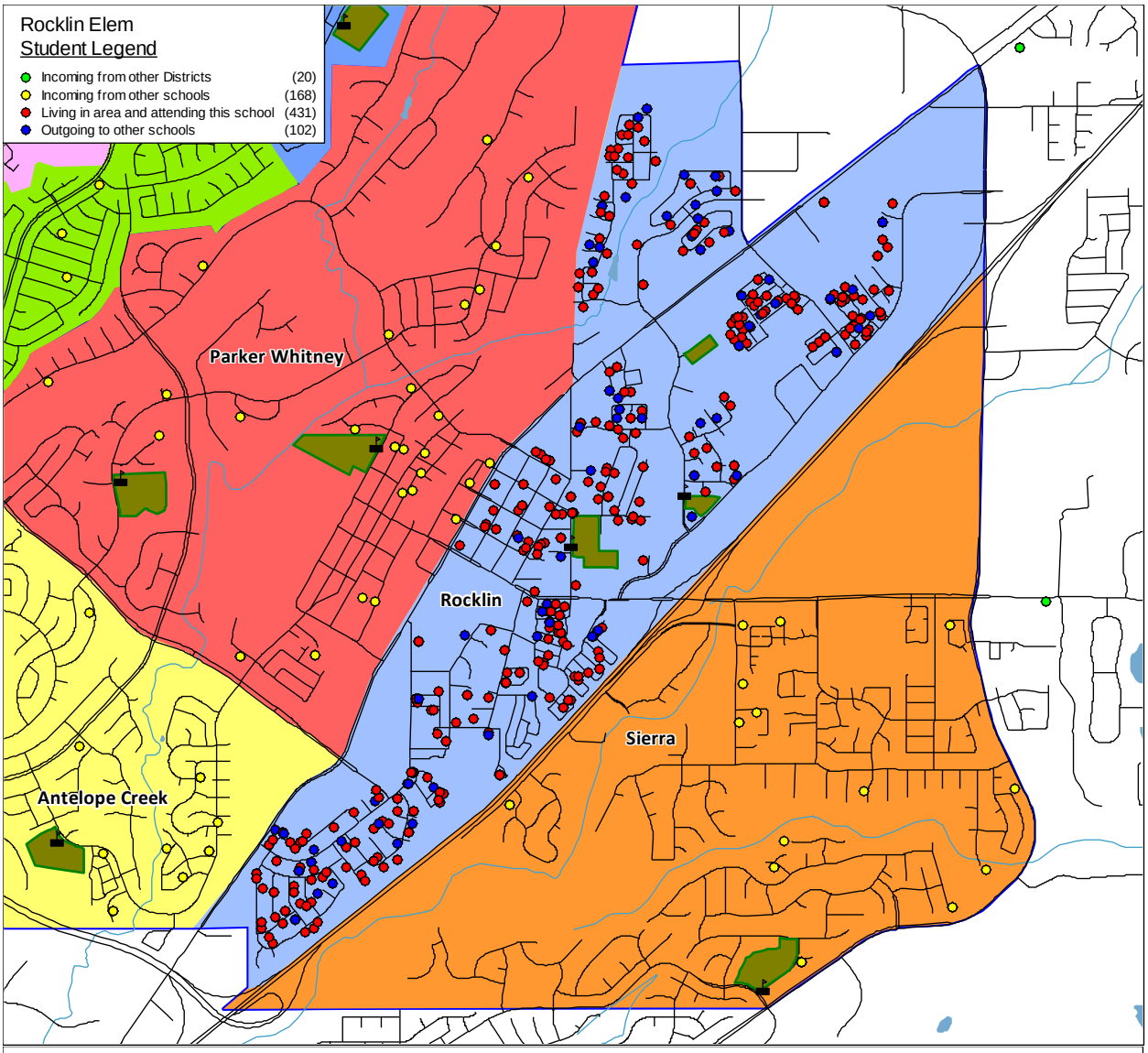
Classroom Needs Timeline

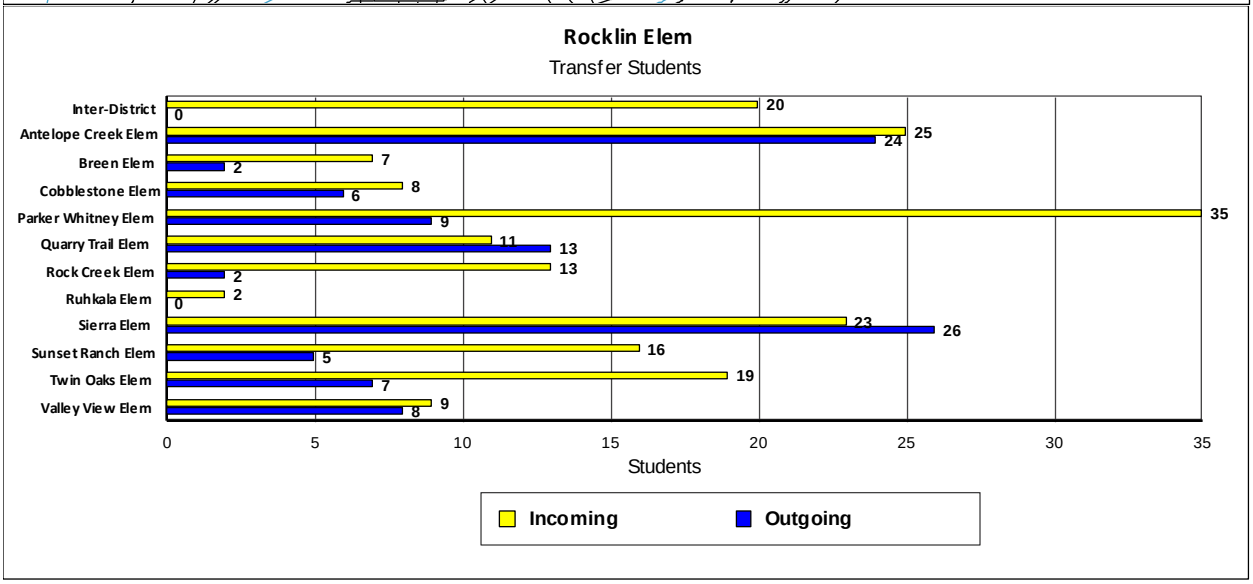
Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
23/24	434	10	0	829	0	0	-16	395	
24/25	417	-17	0	829	0	0	-15	412	0
25/26	409	-8	0	829	0	0	-17	420	0
26/27	391	-18	0	829	0	0	-17	438	0
27/28	370	-21	0	829	0	0	-18	459	0
28/29	359	-11	0	829	0	0	-18	470	0
29/30	348	-11	0	829	0	0	-19	481	0

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 33

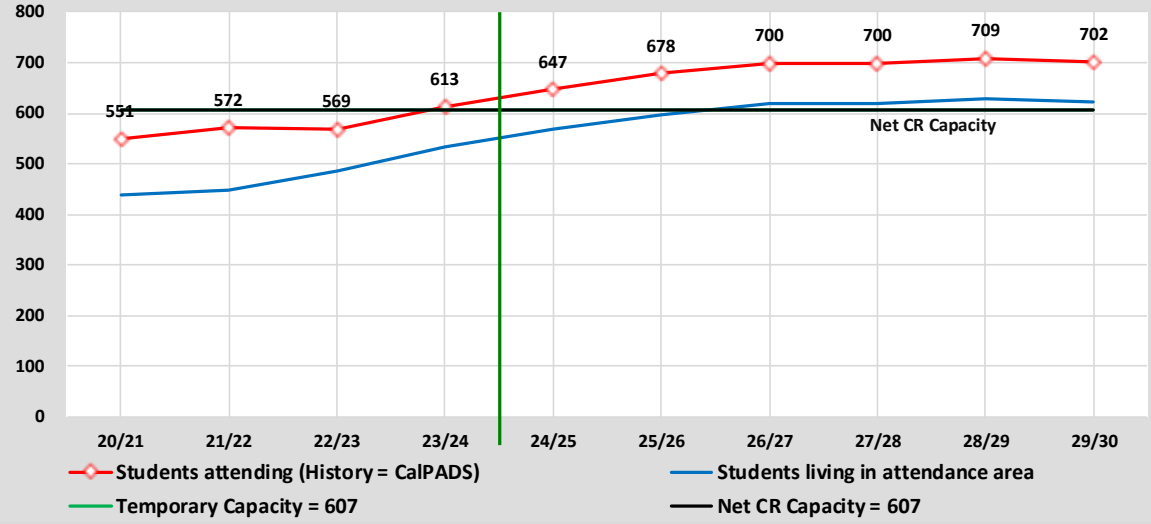
Rock Creek Elem

YEAR:	Current 23/24	Projected Enrollment 24/25	25/26	26/27	27/28	28/29	29/30	Cohort Average	Attendance Factors Intra	Inter
Grade										
T K	21	23	38	35	35	35	35	0	-4.5%	0.0%
K	50	40	30	35	30	28	26	0	-5.7%	0.0%
1	49	62	52	42	47	42	40	4	-2.4%	19.0%
2	56	54	67	57	47	52	47	5	6.4%	12.8%
3	63	51	49	62	52	42	47	2	-1.7%	8.5%
4	64	65	53	51	64	54	44	4	-3.3%	10.0%
5	65	62	63	51	49	62	52	3	-4.7%	6.3%
6	66	60	57	58	46	44	57	1	-7.2%	2.9%
Totals	**434**	**417**	**409**	**391**	**370**	**359**	**348**	**2.4**	**-2.9%**	**7.4%**


Rocklin Elem
Student Legend
Incoming from other Districts (20)
Incoming from other schools (168)
Living in area and attending this school (431)
Outgoing to other schools (102)
Parker Whitney
Rocklin
Sierra
Antelope Creek


Rocklin Elem
Transfer Students
Inter-District 0 20
Antelope Creek Elem 24 25
Breen Elem 2 7
Cobblestone Elem 6 8
Parker Whitney Elem 9 35
Quarry Trail Elem 13 11
Rock Creek Elem 2 13
Ruhkala Elem 0 2
Sierra Elem 26 23
Sunset Ranch Elem 5 16
Twin Oaks Elem 7 19
Valley View Elem 8 9
0 5 10 15 20 25 30 35
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Rocklin Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 24
Grades Served = TK - 6

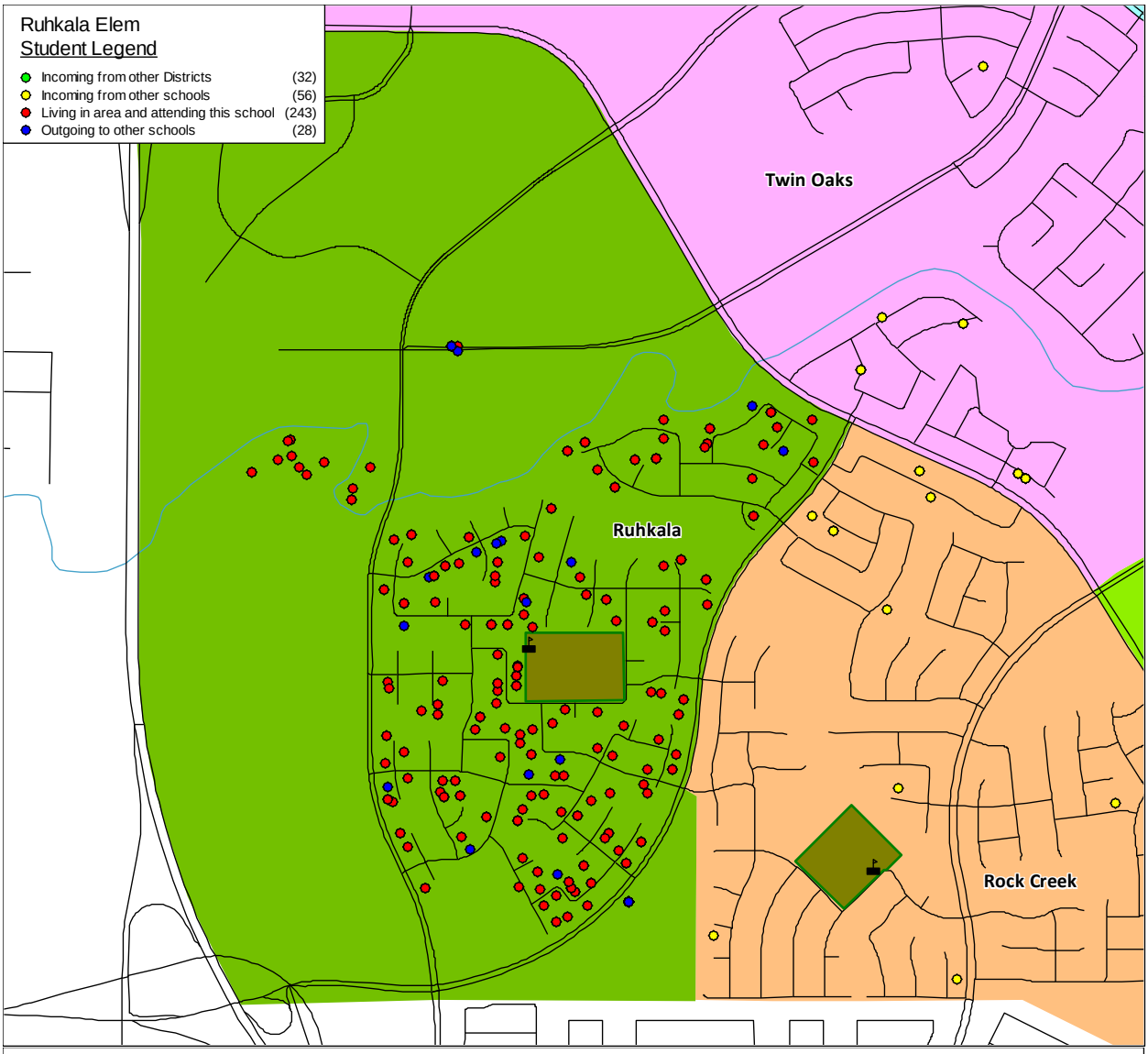
Classroom Needs Timeline

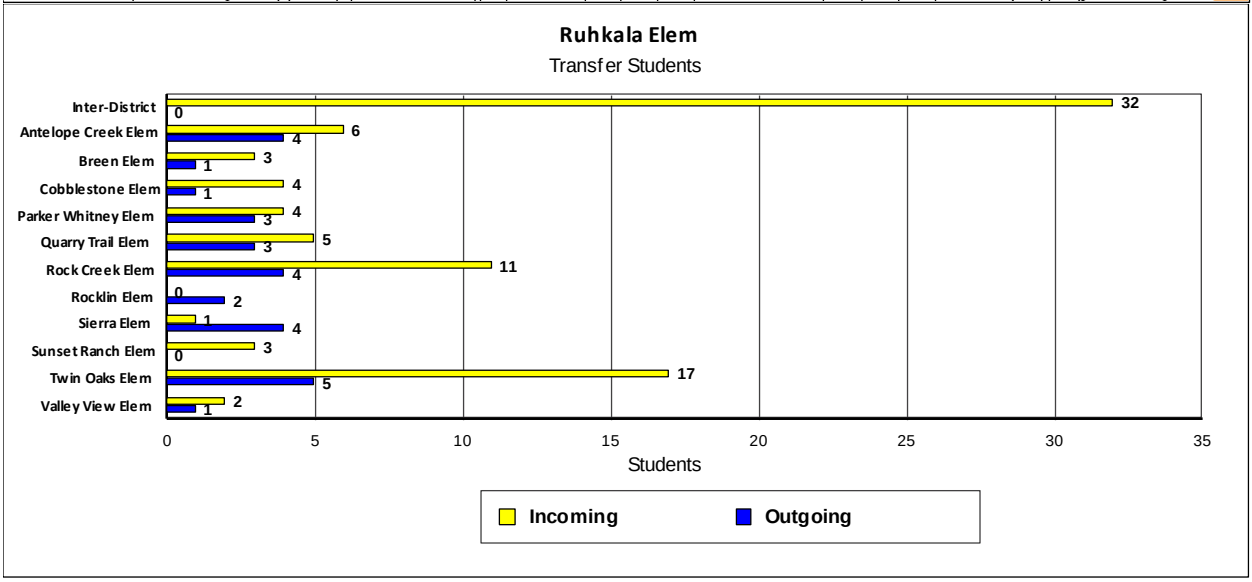
Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
23/24	613	44	0	607	6	1	1	0	
24/25	647	34	0	607	40	0	1	0	15
25/26	678	31	0	607	71	1	2	0	20
26/27	700	22	0	607	93	1	3	0	51
27/28	700	0	0	607	93	0	3	0	37
28/29	709	9	0	607	102	1	4	0	40
29/30	702	-7	0	607	95	0	3	0	60

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 24

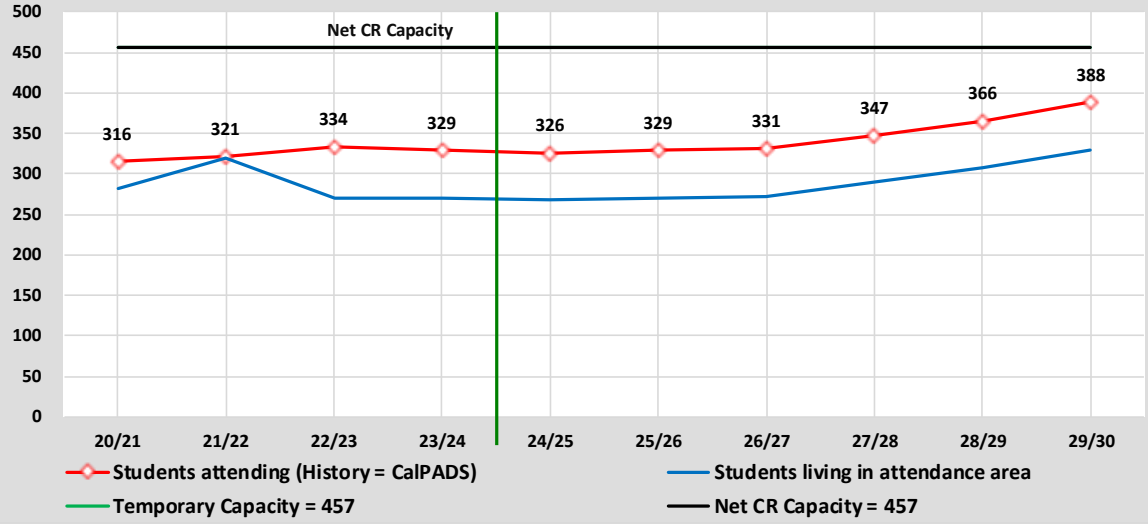
Rocklin Elem

YEAR:	Current 23/24	Projected Enrollment 24/25	25/26	26/27	27/28	28/29	29/30	Cohort Average	Attendance Factors Intra	Inter
Grade										
T K	24	30	51	47	47	47	47	0	-17.2%	0.0%
K	68	60	46	58	51	51	51	0	-17.3%	1.2%
1	71	76	68	55	66	60	60	5	-15.0%	3.8%
2	95	115	120	113	99	110	105	7	37.9%	6.1%
3	87	80	100	106	98	85	96	4	7.9%	6.6%
4	79	91	84	105	110	102	90	3	16.7%	3.0%
5	92	94	106	100	120	125	118	3	34.8%	4.5%
6	97	101	103	116	109	129	135	8	37.7%	2.9%
Totals	**613**	**647**	**678**	**700**	**700**	**709**	**702**	**3.8**	**10.7%**	**3.5%**


Ruhkala Elem
Student Legend
Incoming from other Districts (32)
Incoming from other schools (56)
Living in area and attending this school (243)
Outgoing to other schools (28)
Twin Oaks
Ruhkala
Rock Creek


Ruhkala Elem
Transfer Students
Inter-District 0 32
Antelope Creek Elem 4 6
Breen Elem 1 3
Cobblestone Elem 1 4
Parker Whitney Elem 3 4
Quarry Trail Elem 3 5
Rock Creek Elem 4 11
Rocklin Elem 2 0
Sierra Elem 4 1
Sunset Ranch Elem 3 3
Twin Oaks Elem 5 17
Valley View Elem 1 2
0 5 10 15 20 25 30 35
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Ruhkala Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 18
Grades Served = TK - 6

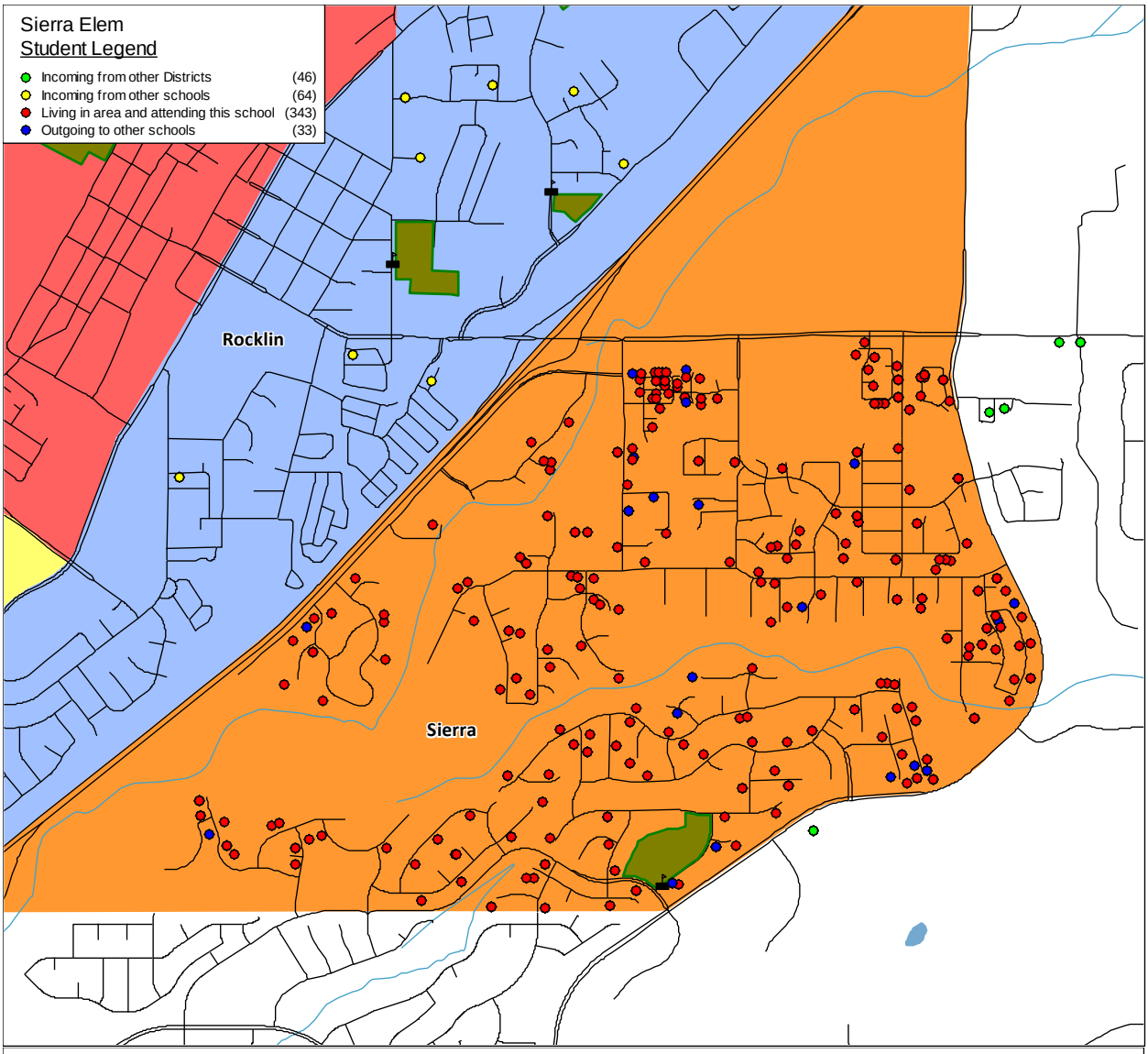
Classroom Needs Timeline

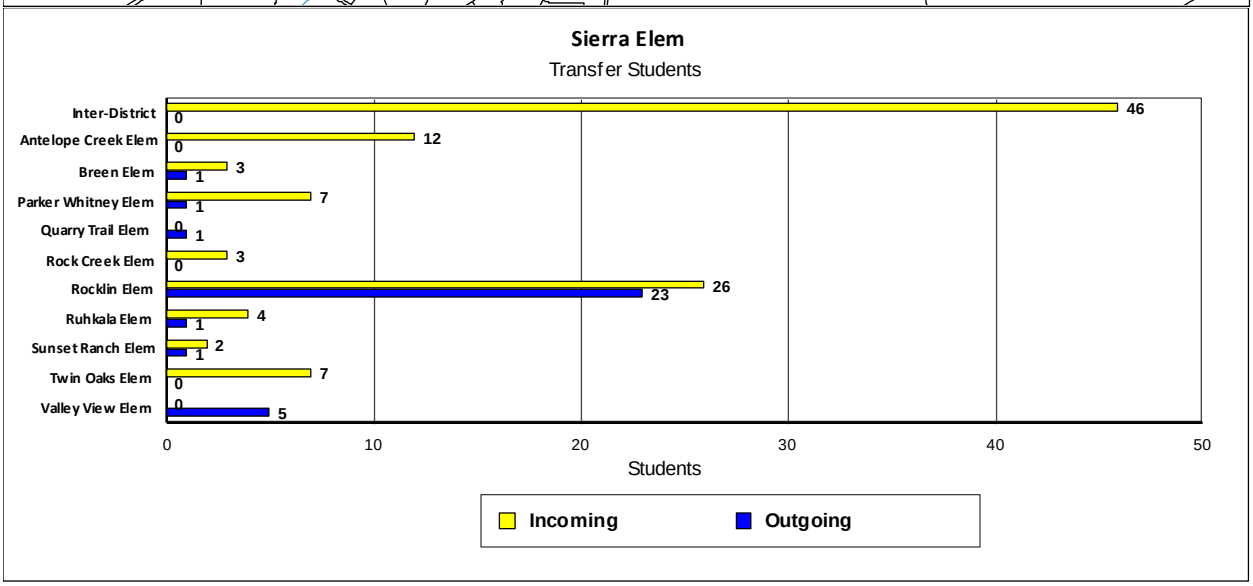
Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
23/24	329	-5	0	457	0	0	-6	128	
24/25	326	-3	0	457	0	0	-5	131	16
25/26	329	3	0	457	0	0	-4	128	0
26/27	331	2	0	457	0	0	-4	126	97
27/28	347	16	0	457	0	0	-4	110	100
28/29	366	19	0	457	0	0	-4	91	220
29/30	388	22	0	457	0	0	-2	69	225

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 18

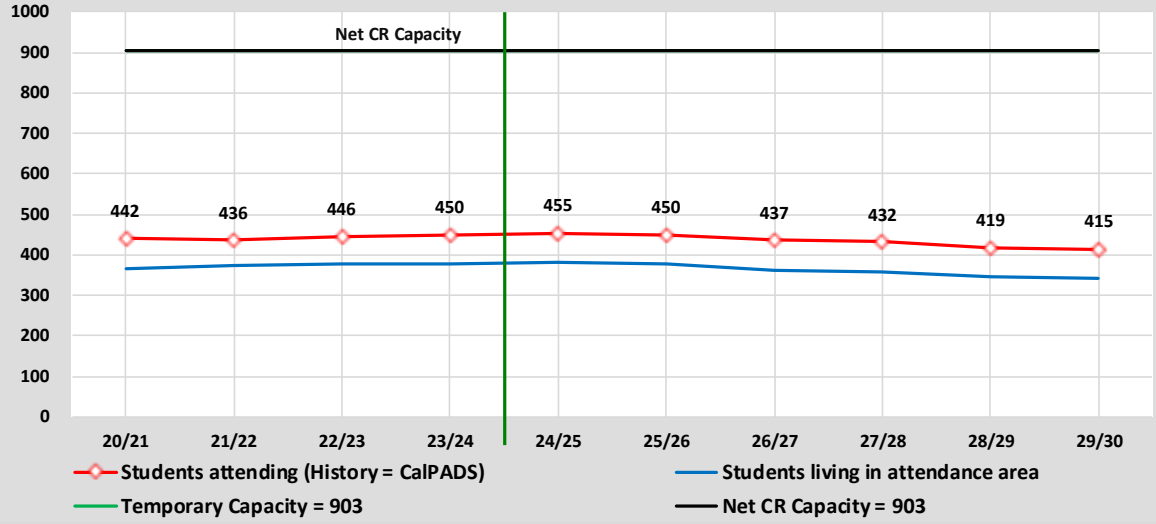
Ruhkala Elem

YEAR:	Current 23/24	Projected Enrollment 24/25	25/26	26/27	27/28	28/29	29/30	Cohort Average	Attendance Factors Intra	Inter
Grade										
T K	10	15	23	21	21	22	23	0	25.0%	0.0%
K	41	42	35	42	40	43	46	0	8.3%	5.6%
1	40	44	45	39	46	46	49	5	-2.7%	10.8%
2	45	42	46	48	42	51	51	0	2.5%	10.0%
3	42	53	50	55	57	52	61	-1	39.3%	10.7%
4	50	34	45	43	48	52	47	-5	7.7%	20.5%
5	48	53	37	49	47	54	58	3	10.8%	18.9%
6	53	43	48	34	46	46	53	-1	6.5%	8.7%
Totals	**329**	**326**	**329**	**331**	**347**	**366**	**388**	**0.1**	**12.2%**	**10.7%**


Sierra Elem
Student Legend
Incoming from other Districts (46)
Incoming from other schools (64)
Living in area and attending this school (343)
Outgoing to other schools (33)
Rocklin
Sierra


Sierra Elem
Transfer Students
Inter-District 0 46
Antelope Creek Elem 0 12
Breen Elem 1 3
Parker Whitney Elem 1 7
Quarry Trail Elem 1 0
Rock Creek Elem 0 3
Rocklin Elem 23 26
Ruhkala Elem 1 4
Sunset Ranch Elem 1 2
Twin Oaks Elem 0 7
Valley View Elem 5 0
0 10 20 30 40 50
Students
Outgoing
Incoming

Capacity & Projected Enrollment
Sierra Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 36
Grades Served = TK - 6

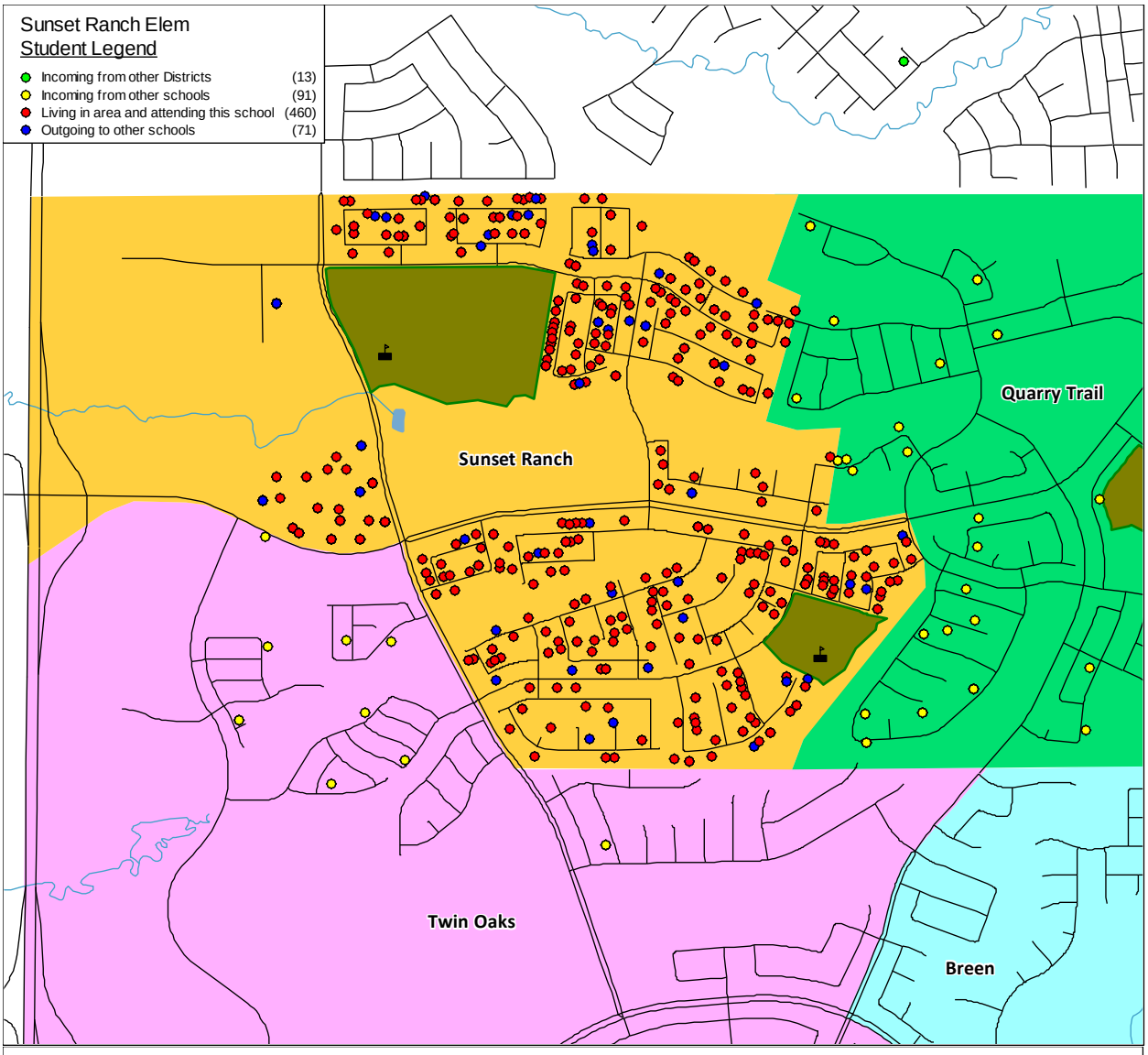
Classroom Needs Timeline

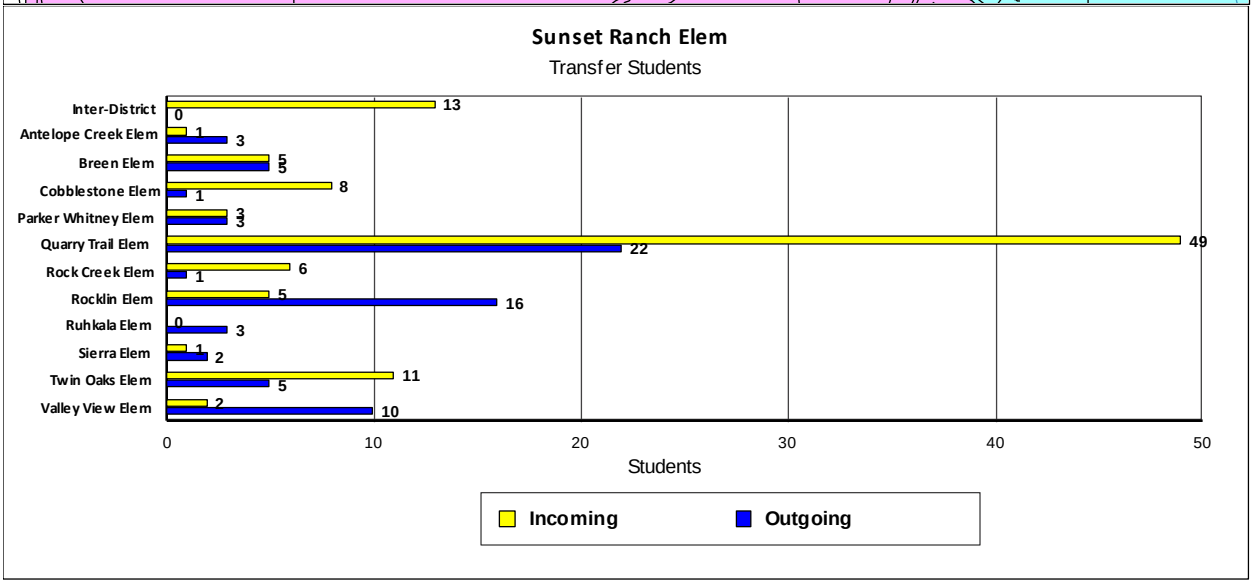
Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
23/24	450	4	0	903	0	0	-19	453	
24/25	455	5	0	903	0	0	-18	448	8
25/26	450	-5	0	903	0	0	-19	453	0
26/27	437	-13	0	903	0	0	-18	466	0
27/28	432	-5	0	903	0	0	-19	471	10
28/29	419	-13	0	903	0	0	-20	484	20
29/30	415	-4	0	903	0	0	-20	488	20

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 36

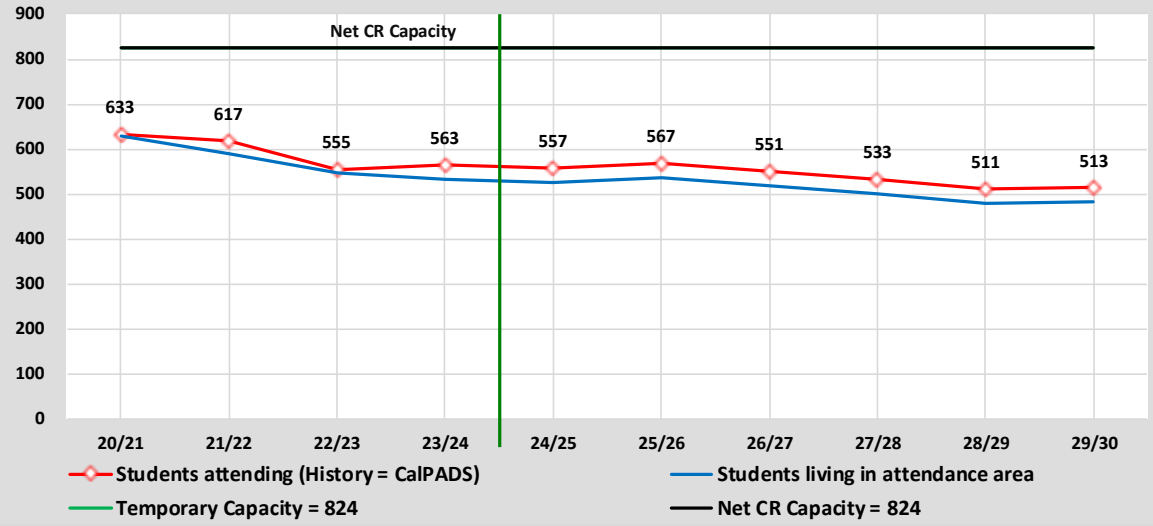
Sierra Elem

YEAR:	Current	Projected Enrollment						Cohort	Attendance Factors	
	23/24	24/25	25/26	26/27	27/28	28/29	29/30	Average	Intra	Inter
Grade										
T K	28	29	41	39	39	39	39	0	55.6%	0.0%
K	49	47	37	41	37	36	35	0	7.0%	7.0%
1	49	57	54	44	49	45	44	6	5.0%	17.5%
2	56	46	53	50	41	46	42	7	-3.6%	3.6%
3	68	75	64	71	69	60	65	4	13.5%	17.3%
4	61	58	64	53	61	59	50	3	1.8%	5.3%
5	76	75	71	77	67	75	73	1	8.6%	22.4%
6	63	68	66	62	69	59	67	0	3.8%	17.3%
Totals	**450**	**455**	**450**	**437**	**432**	**419**	**415**	**2.6**	**11.5%**	**11.3%**


Sunset Ranch Elem
Student Legend
Incoming from other Districts (13)
Incoming from other schools (91)
Living in area and attending this school (460)
Outgoing to other schools (71)
Quarry Trail
Sunset Ranch
Twin Oaks
Breen


Sunset Ranch Elem
Transfer Students
Inter-District 13 0
Antelope Creek Elem 1 3
Breen Elem 5 5
Cobblestone Elem 8 1
Parker Whitney Elem 3 3
Quarry Trail Elem 49 22
Rock Creek Elem 6 1
Rocklin Elem 5 16
Ruhkala Elem 0 3
Sierra Elem 1 2
Twin Oaks Elem 11 5
Valley View Elem 2 10
0 10 20 30 40 50
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Sunset Ranch Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 33
Grades Served = TK - 6

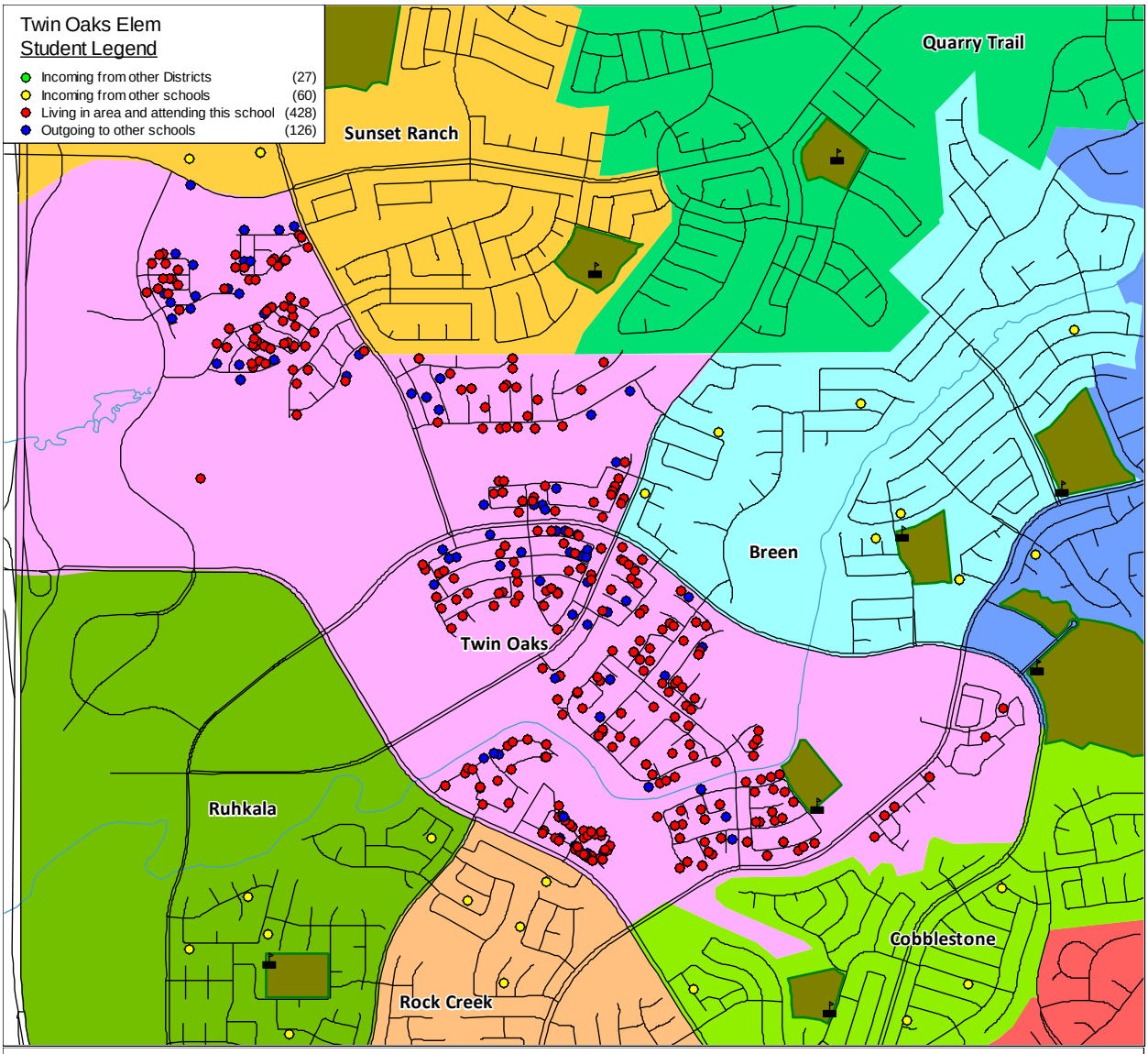
Classroom Needs Timeline

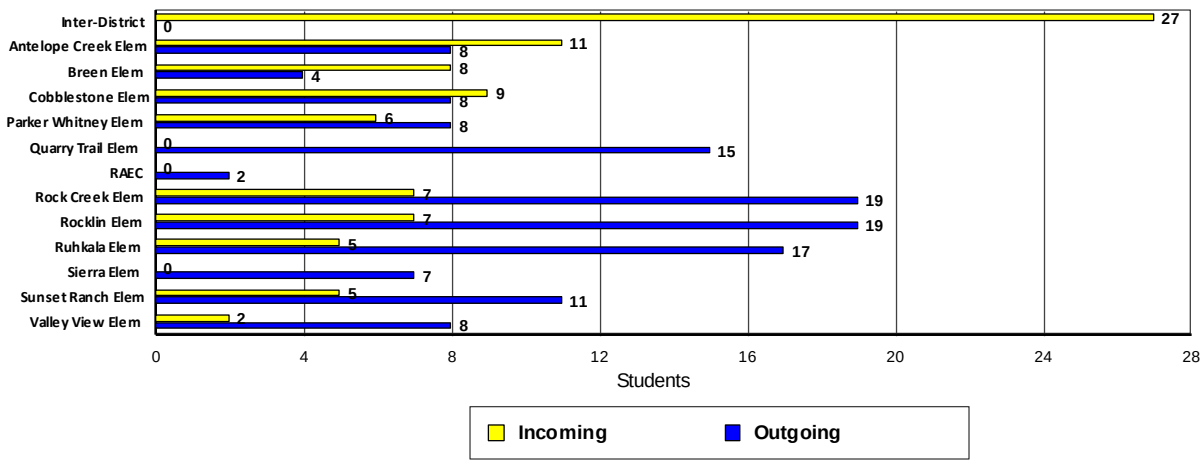
Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
23/24	563	8	0	824	0	0	-11	261	
24/25	557	-6	0	824	0	0	-10	267	144
25/26	567	10	0	824	0	0	-11	257	144
26/27	551	-16	0	824	0	0	-11	273	0
27/28	533	-18	0	824	0	0	-12	291	0
28/29	511	-22	0	824	0	0	-13	313	0
29/30	513	2	0	824	0	0	-13	311	0

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 33

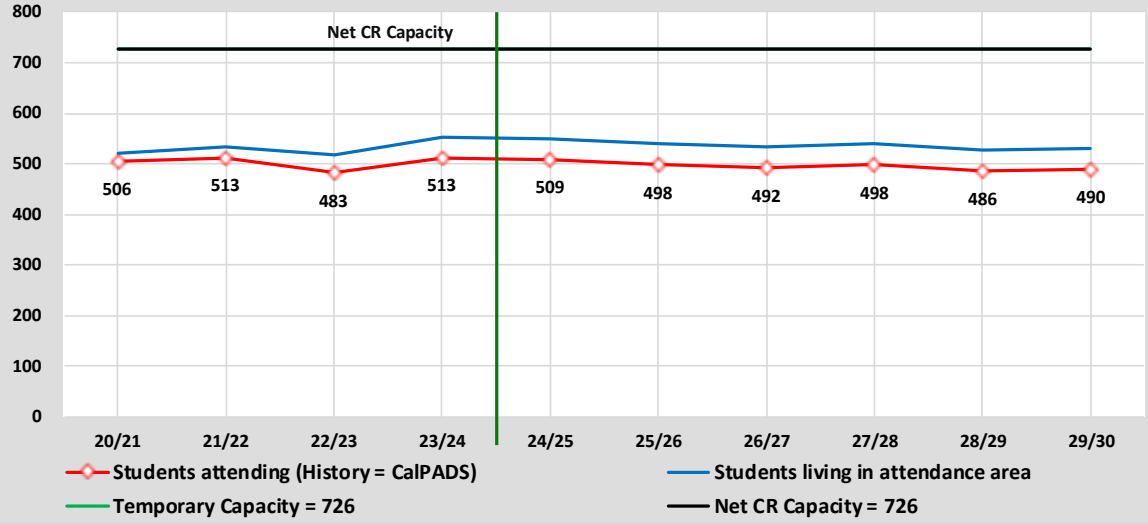
Sunset Ranch Elem

YEAR:	Current	Projected Enrollment						Cohort	Attendance Factors	
	23/24	24/25	25/26	26/27	27/28	28/29	29/30	Average	Intra	Inter
Grade										
T K	27	32	50	46	46	46	46	0	13.0%	4.3%
K	62	74	64	74	68	67	66	0	15.1%	1.9%
1	55	59	71	59	69	63	62	-1	8.2%	4.1%
2	77	54	58	68	56	66	60	4	0.0%	0.0%
3	82	87	64	66	76	64	74	2	5.3%	4.0%
4	80	83	88	63	65	75	63	4	0.0%	3.9%
5	79	80	83	86	61	63	73	2	-1.3%	1.3%
6	101	88	89	89	92	67	69	4	1.0%	2.0%
Totals	**563**	**557**	**567**	**551**	**533**	**511**	**513**	**1.9**	**5.2%**	**2.7%**


Twin Oaks Elem
Student Legend
Incoming from other Districts (27)
Incoming from other schools (60)
Living in area and attending this school (428)
Outgoing to other schools (126)
Sunset Ranch
Quarry Trail
Breen
Twin Oaks
Ruhkala
Rock Creek
Cobblestone


Twin Oaks Elem
Transfer Students
Inter-District 0 27
Antelope Creek Elem 11 8
Breen Elem 8 4
Cobblestone Elem 9 8
Parker Whitney Elem 6 8
Quarry Trail Elem 0 15
RAEC 0 2
Rock Creek Elem 7 19
Rocklin Elem 7 19
Ruhkala Elem 5 17
Sierra Elem 0 7
Sunset Ranch Elem 5 11
Valley View Elem 2 8
0 4 8 12 16 20 24 28
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Twin Oaks Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 30
Grades Served = TK - 6

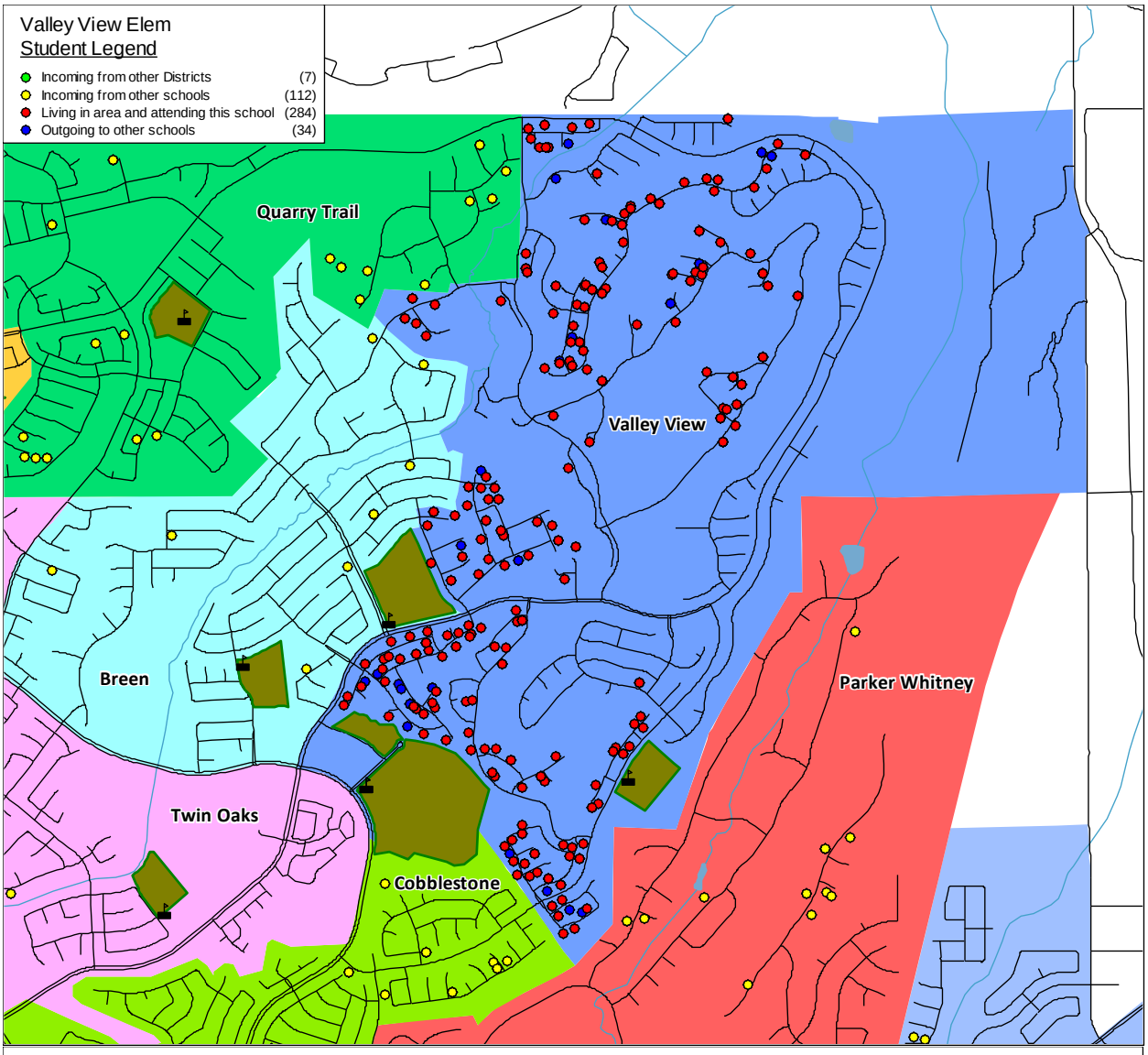
Classroom Needs Timeline

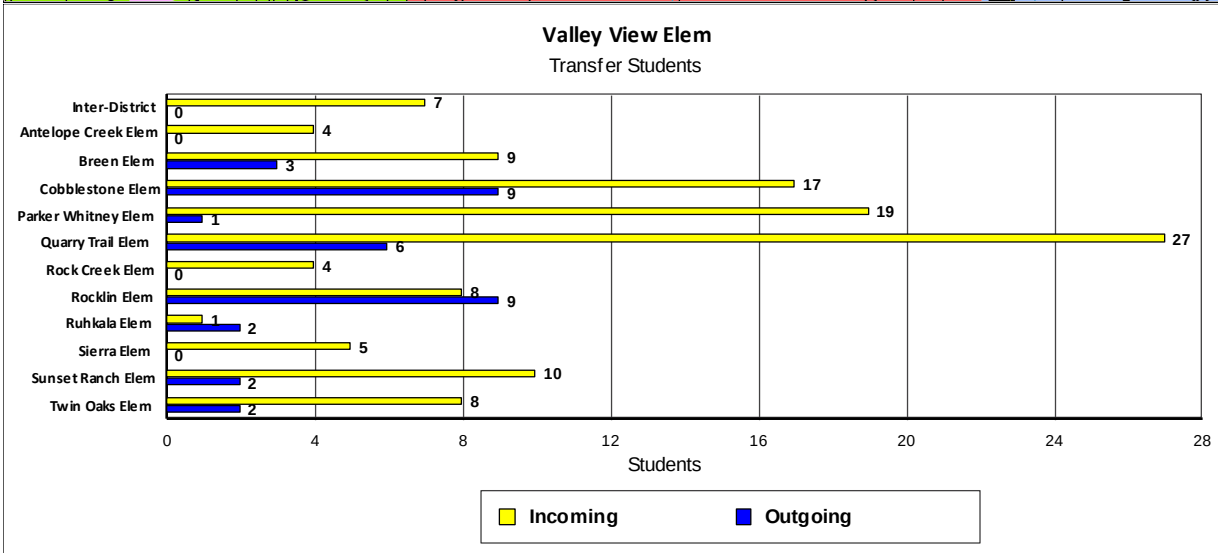
Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
23/24	513	30	0	726	0	0	-9	213	
24/25	509	-4	0	726	0	0	-6	217	0
25/26	498	-11	0	726	0	0	-10	228	0
26/27	492	-6	0	726	0	0	-11	234	95
27/28	498	6	0	726	0	0	-10	228	117
28/29	486	-12	0	726	0	0	-10	240	90
29/30	490	4	0	726	0	0	-10	236	130

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 30

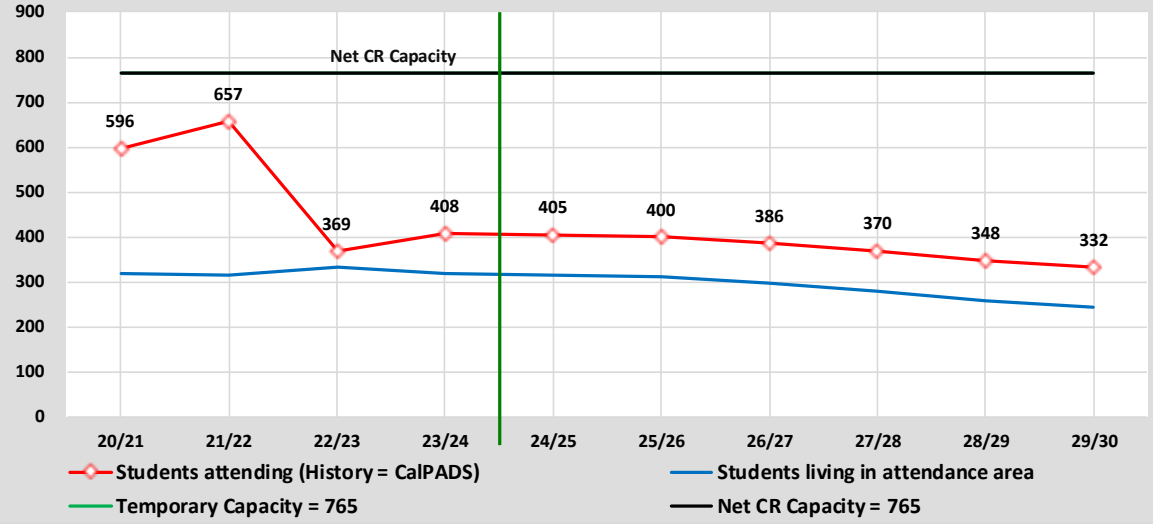
Twin Oaks Elem

YEAR:	Current 23/24	Projected Enrollment 24/25	25/26	26/27	27/28	28/29	29/30	Cohort Average	Attendance Factors Intra	Inter
Grade										
T K	22	26	40	37	37	37	37	0	-4.8%	9.5%
K	58	59	44	53	48	47	47	0	-20.9%	7.5%
1	57	60	61	48	58	52	52	-1	-10.0%	5.0%
2	66	53	56	60	47	57	52	5	-17.3%	5.3%
3	62	70	57	62	67	53	64	6	-15.7%	4.3%
4	78	66	74	64	70	74	61	8	-11.5%	1.1%
5	82	85	73	84	75	80	85	8	-10.1%	2.2%
6	88	90	93	84	96	86	92	1	-4.7%	8.2%
Totals	**513**	**509**	**498**	**492**	**498**	**486**	**490**	**3.4**	**-11.9%**	**5.4%**


Valley View Elem
Student Legend
Incoming from other Districts (7)
Incoming from other schools (112)
Living in area and attending this school (284)
Outgoing to other schools (34)
Quarry Trail
Valley View
Breen
Parker Whitney
Twin Oaks
Cobblestone


Valley View Elem
Transfer Students
Inter-District 7 0
Antelope Creek Elem 0 4
Breen Elem 9 3
Cobblestone Elem 17 9
Parker Whitney Elem 19 1
Quarry Trail Elem 27 6
Rock Creek Elem 4 0
Rocklin Elem 8 9
Ruhkala Elem 1 2
Sierra Elem 5 0
Sunset Ranch Elem 10 2
Twin Oaks Elem 8 2
0 4 8 12 16 20 24 28
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Valley View Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 31
Grades Served = TK - 6

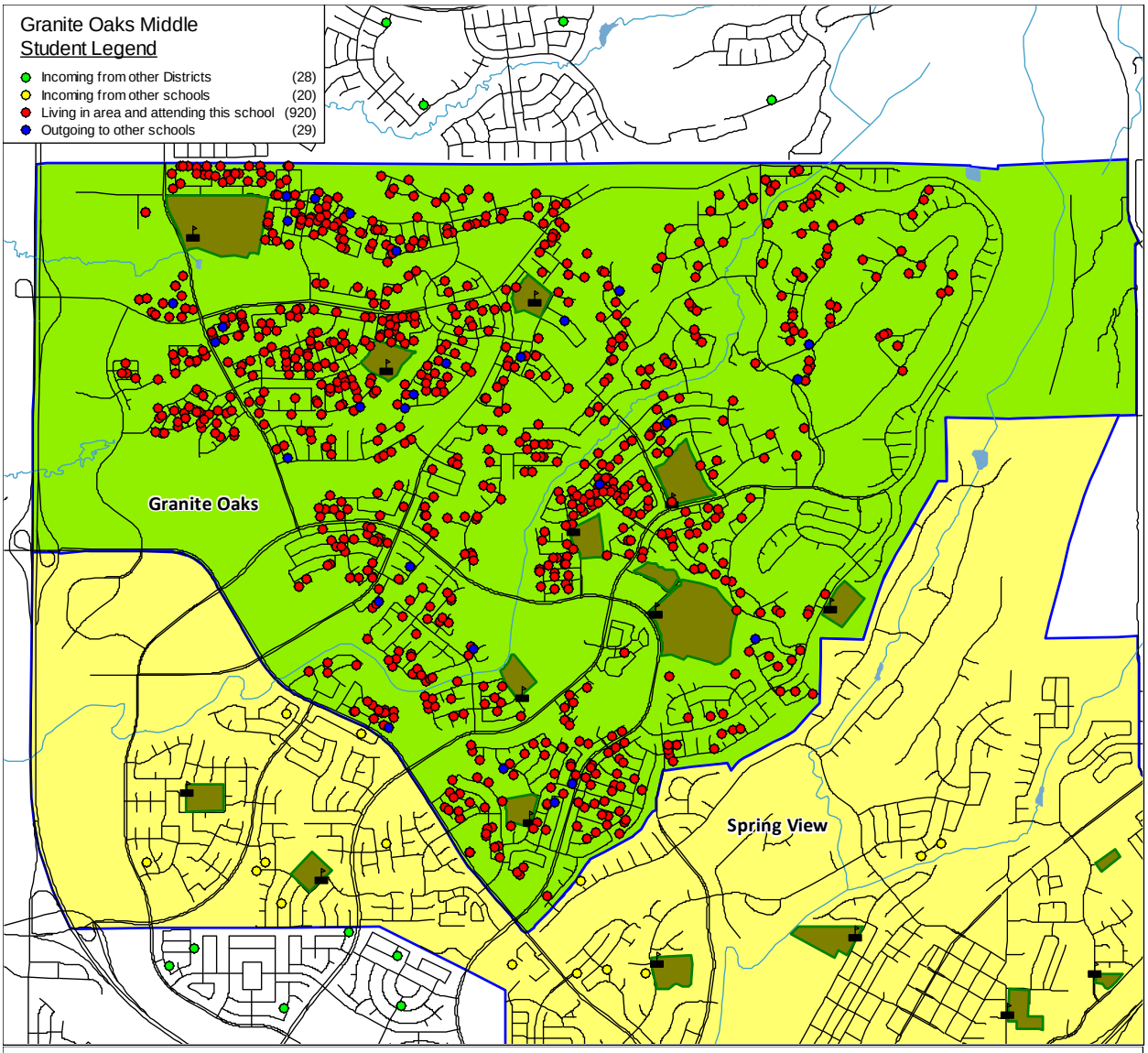
Classroom Needs Timeline

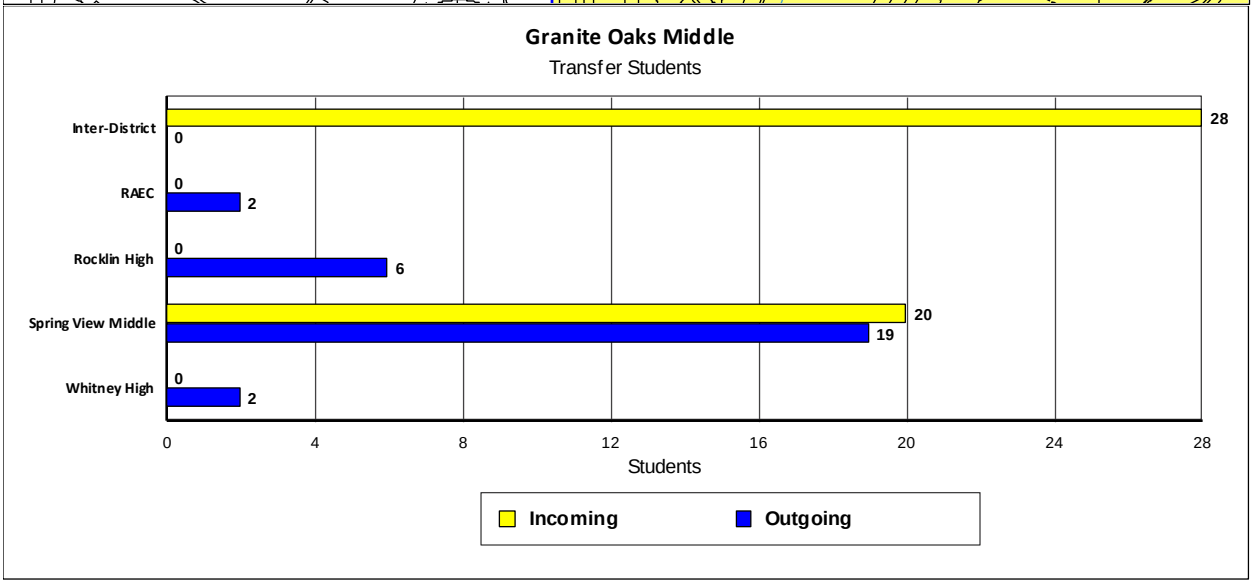
Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
23/24	408	39	0	765	0	0	-15	357	
24/25	405	-3	0	765	0	0	-13	360	0
25/26	400	-5	0	765	0	0	-16	365	0
26/27	386	-14	0	765	0	0	-16	379	0
27/28	370	-16	0	765	0	0	-17	395	0
28/29	348	-22	0	765	0	0	-17	417	0
29/30	332	-16	0	765	0	0	-18	433	0

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 31

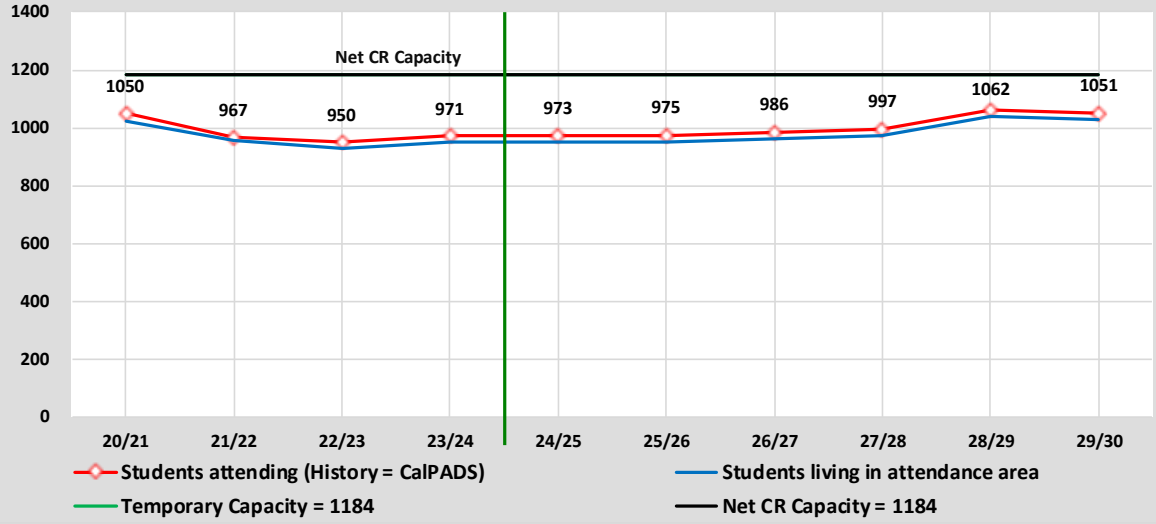
Valley View Elem

YEAR:	Current 23/24	Projected Enrollment 24/25	25/26	26/27	27/28	28/29	29/30	Cohort Average	Attendance Factors Intra	Inter
Grade										
T K	23	22	28	27	27	27	27	0	100.0%	9.1%
K	49	56	47	50	46	44	42	0	65.5%	3.4%
1	52	43	50	41	44	40	38	3	33.3%	0.0%
2	47	39	30	37	28	31	27	2	-4.3%	4.3%
3	54	58	50	41	48	39	42	6	14.9%	0.0%
4	59	58	62	54	45	52	43	4	16.0%	2.0%
5	66	71	70	74	66	57	64	4	40.4%	0.0%
6	58	58	63	62	66	58	49	3	16.7%	4.2%
Totals	**408**	**405**	**400**	**386**	**370**	**348**	**332**	**2.8**	**35.3%**	**2.9%**


Granite Oaks Middle
Student Legend
Incoming from other Districts (28)
Incoming from other schools (20)
Living in area and attending this school (920)
Outgoing to other schools (29)
Granite Oaks
Spring View


Granite Oaks Middle
Transfer Students
Inter-District
RAEC
Rocklin High
Spring View Middle
Whitney High
0
2
6
20
19
28
0
4
8
12
16
20
24
28
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Granite Oaks Middle



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 44
Grades Served = 7 - 8

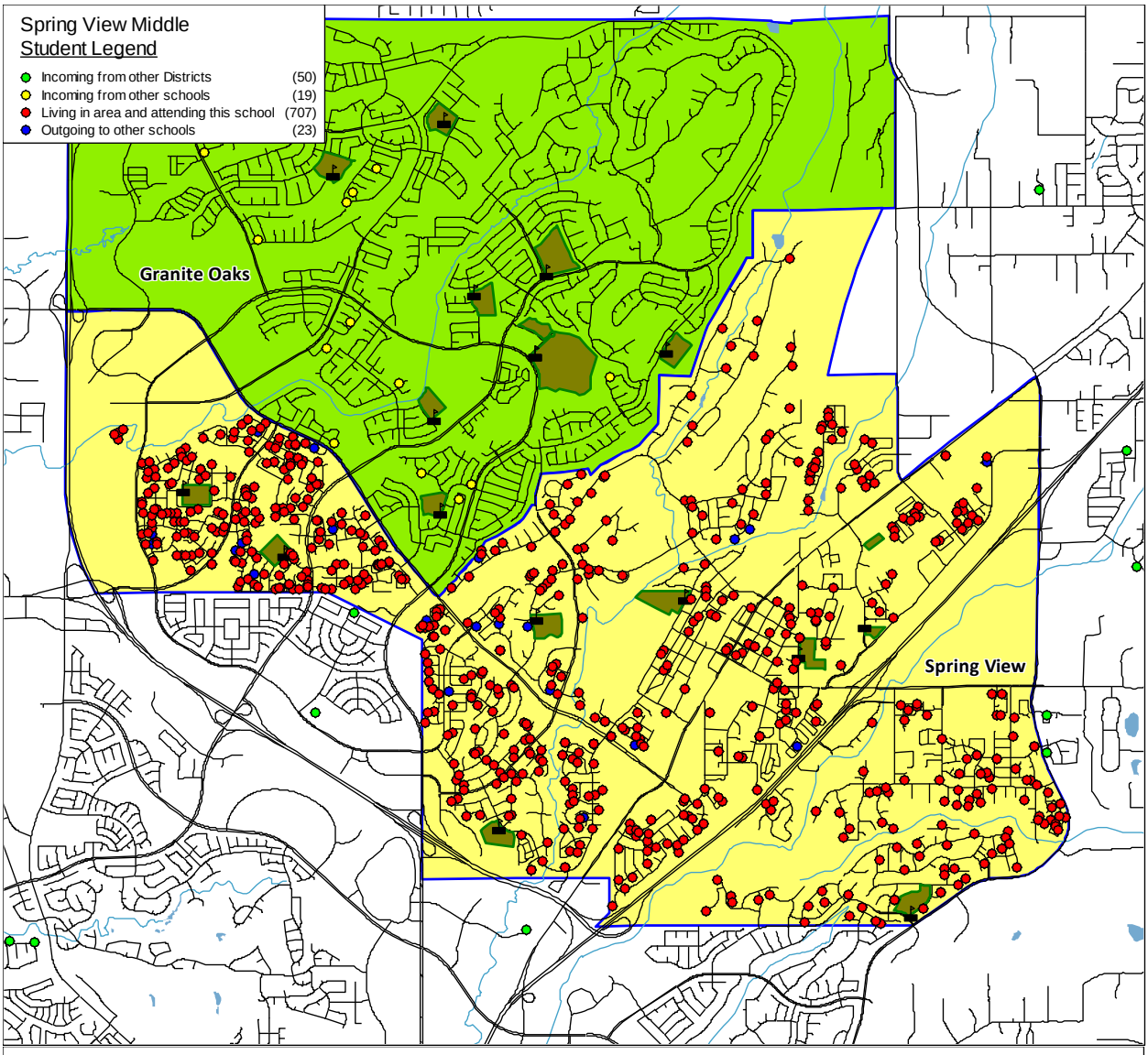
Classroom Needs Timeline

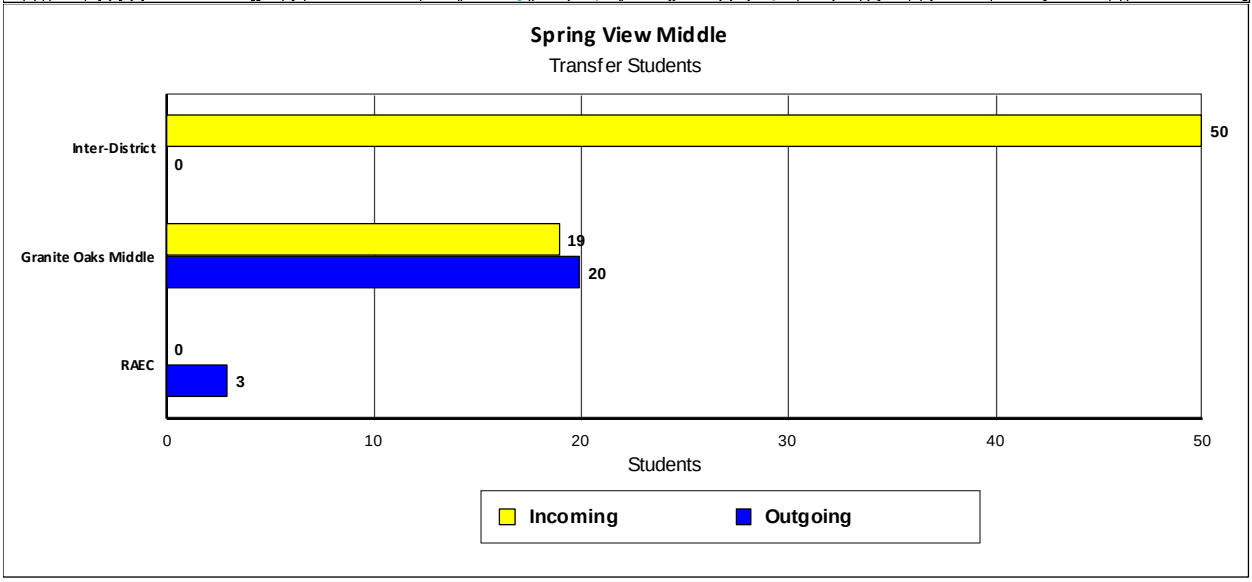
Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
23/24	971	21	0	1184	0	0	-9	213	
24/25	973	2	0	1184	0	0	-6	211	279
25/26	975	2	0	1184	0	0	-9	209	250
26/27	986	11	0	1184	0	0	-9	198	180
27/28	997	11	0	1184	0	0	-8	187	173
28/29	1062	65	0	1184	0	0	-6	122	110
29/30	1051	-11	0	1184	0	0	-6	133	150

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 44

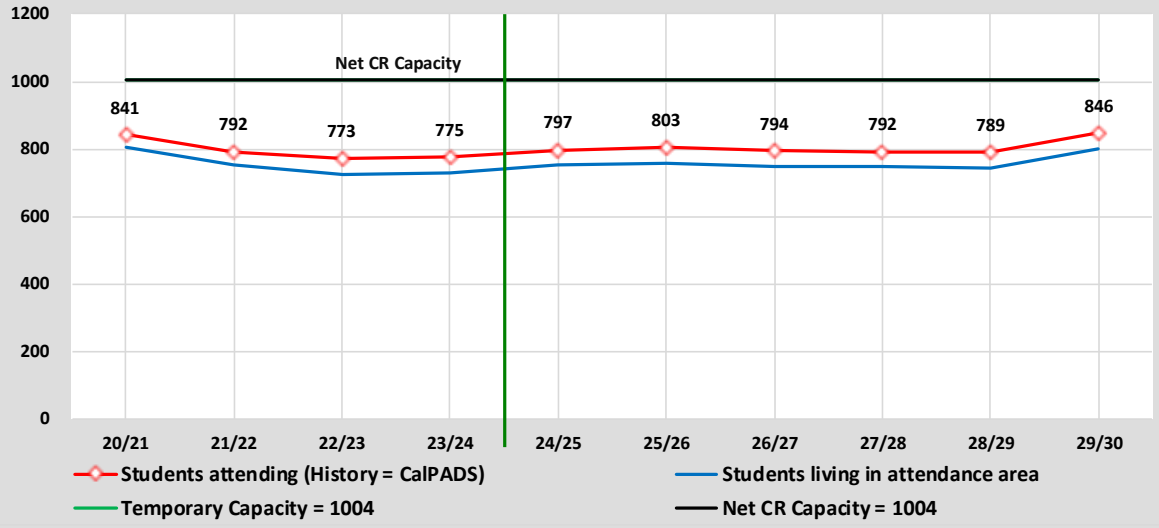
Granite Oaks Middle

YEAR:	Current	Projected Enrollment						Cohort	Attendance Factors	
	23/24	24/25	25/26	26/27	27/28	28/29	29/30	Average	Intra	Inter
Grade										
7	464	472	467	485	479	552	466	38	-1.3%	1.7%
8	507	501	508	501	518	510	585	22	0.0%	4.1%
Totals	**971**	**973**	**975**	**986**	**997**	**1062**	**1051**	**30.0**	**-0.6%**	**2.9%**


Spring View Middle
Student Legend
Incoming from other Districts (50)
Incoming from other schools (19)
Living in area and attending this school (707)
Outgoing to other schools (23)
Granite Oaks
Spring View


Spring View Middle
Transfer Students
Inter-District
Granite Oaks Middle
RAEC
0
50
19
20
0
3
0
10
20
30
40
50
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Spring View Middle



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 37
Grades Served = 7 - 8

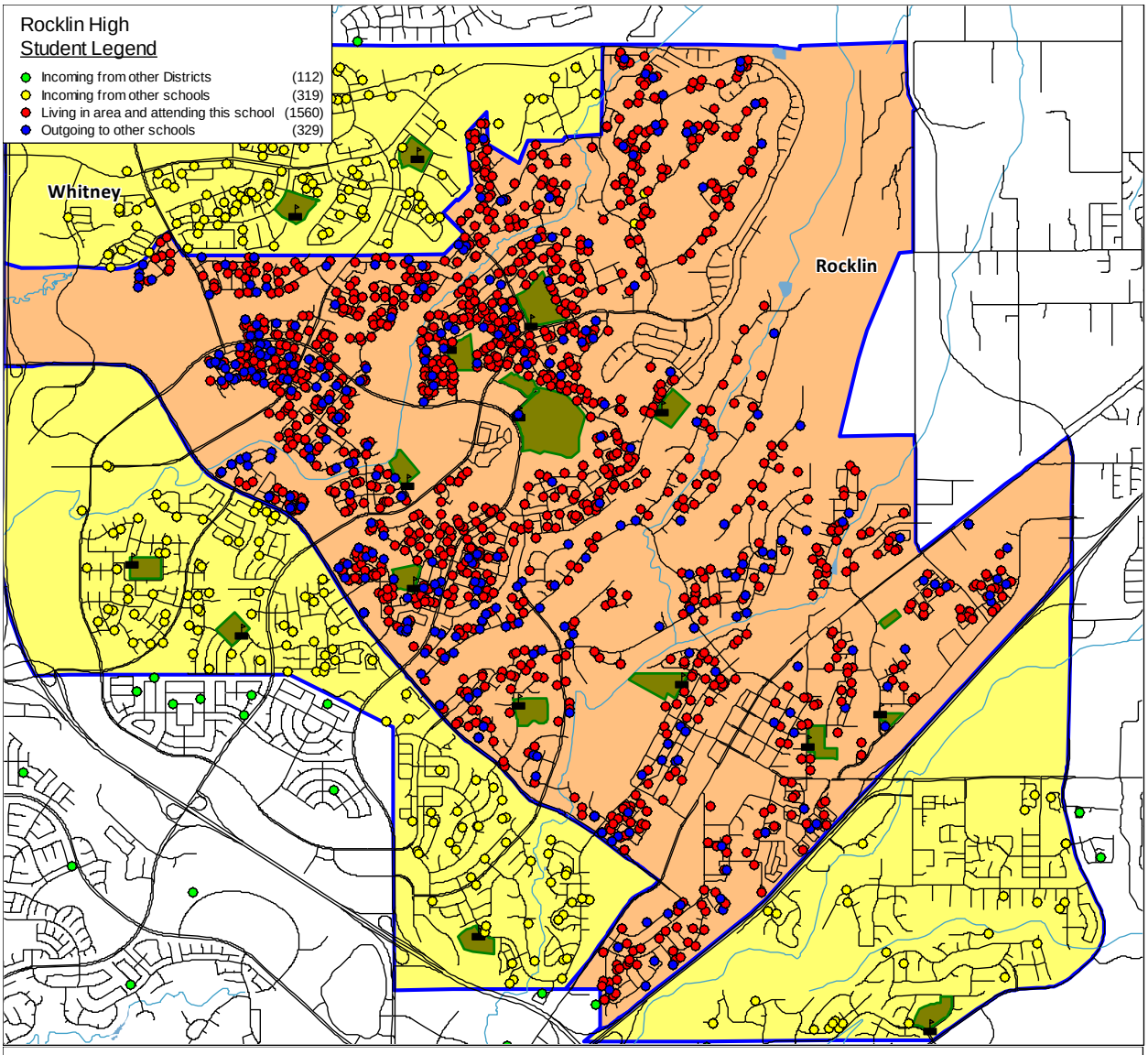
Classroom Needs Timeline

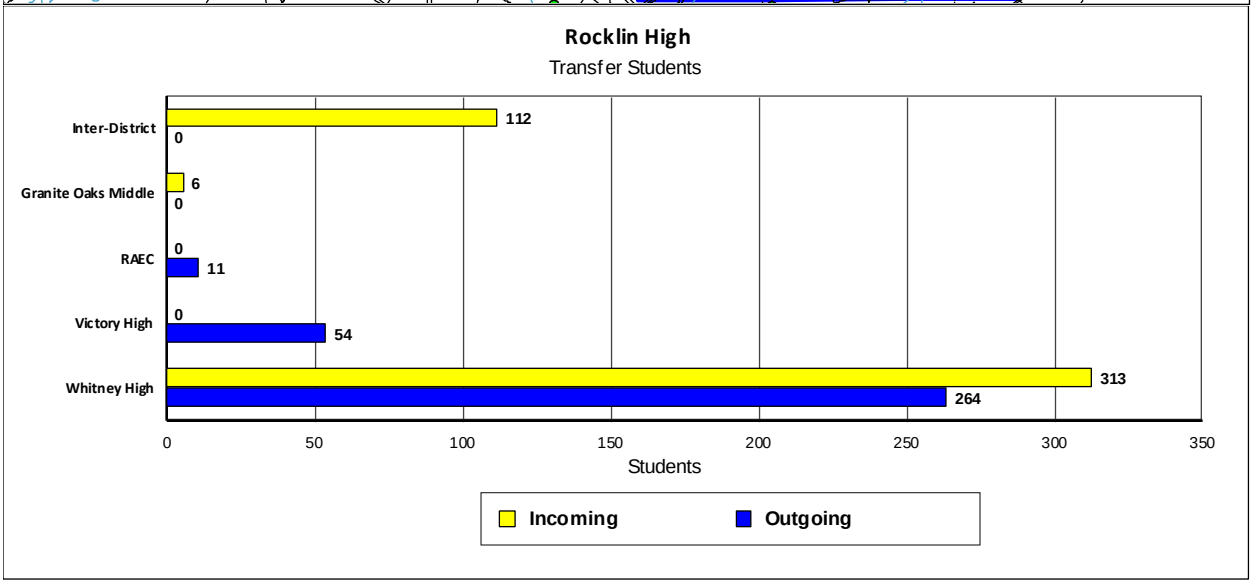
Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
23/24	775	2	0	1004	0	0	-9	229	
24/25	797	22	0	1004	0	0	-7	207	119
25/26	803	6	0	1004	0	0	-8	201	45
26/27	794	-9	0	1004	0	0	-9	210	208
27/28	792	-2	0	1004	0	0	-9	212	237
28/29	789	-3	0	1004	0	0	-9	215	320
29/30	846	57	0	1004	0	0	-7	158	345

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 37

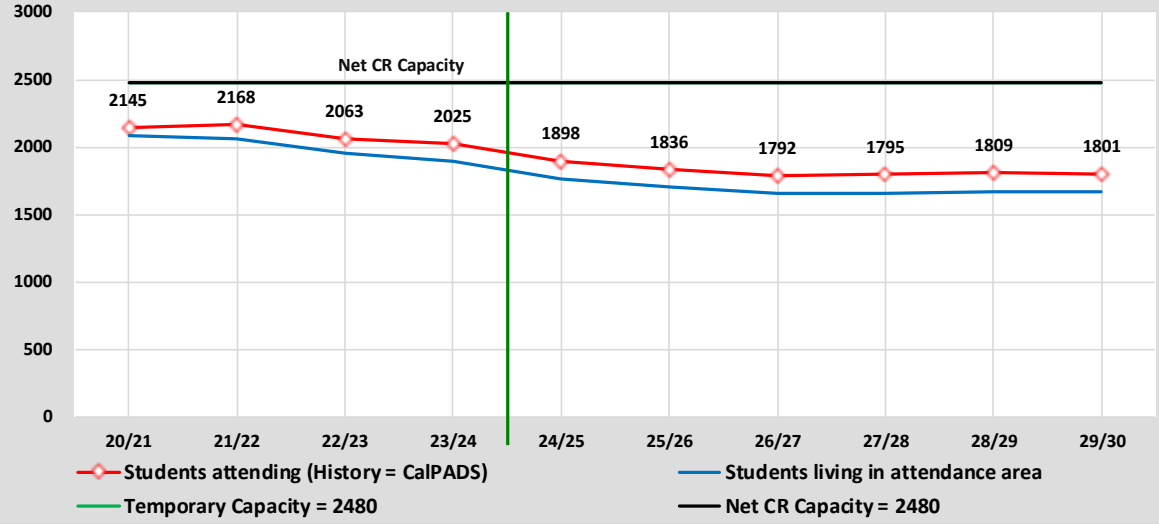
Spring View Middle

YEAR:	Current	Projected Enrollment						Cohort	Attendance Factors	
	23/24	24/25	25/26	26/27	27/28	28/29	29/30	Average	Intra	Inter
Grade										
7	391	418	399	404	396	399	452	3	0.8%	7.5%
8	384	379	404	390	396	390	394	6	-2.2%	6.2%
Totals	**775**	**797**	**803**	**794**	**792**	**789**	**846**	**4.5**	**-0.7%**	**6.9%**


Rocklin High
Student Legend
Incoming from other Districts (112)
Incoming from other schools (319)
Living in area and attending this school (1560)
Outgoing to other schools (329)
Whitney
Rocklin


Rocklin High
Transfer Students
Inter-District
Granite Oaks Middle
RAEC
Victory High
Whitney High
112
0
6
0
0
11
0
54
313
264
0
50
100
150
200
250
300
350
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Rocklin High



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 80
Grades Served = 9 - 12

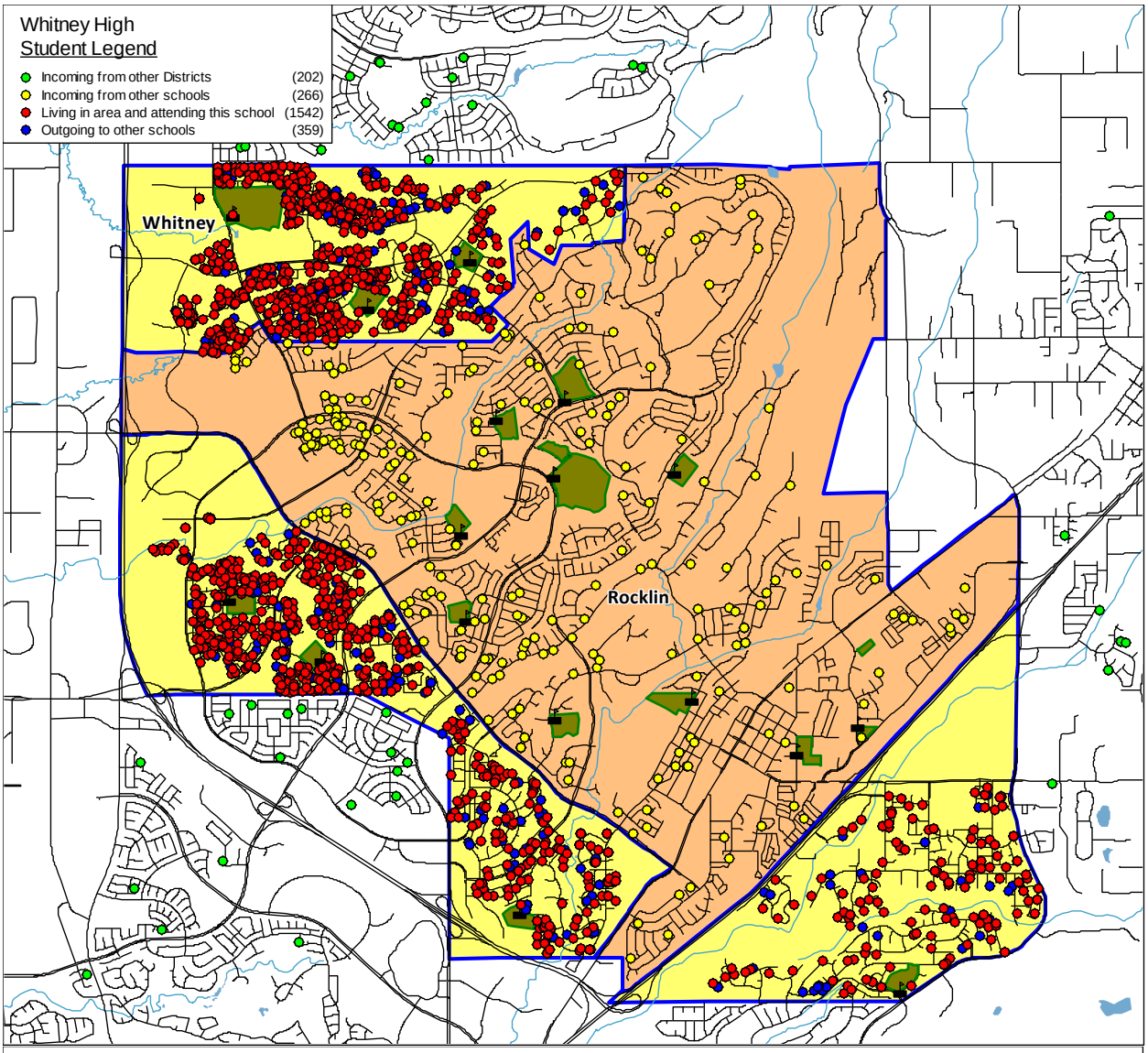
Classroom Needs Timeline

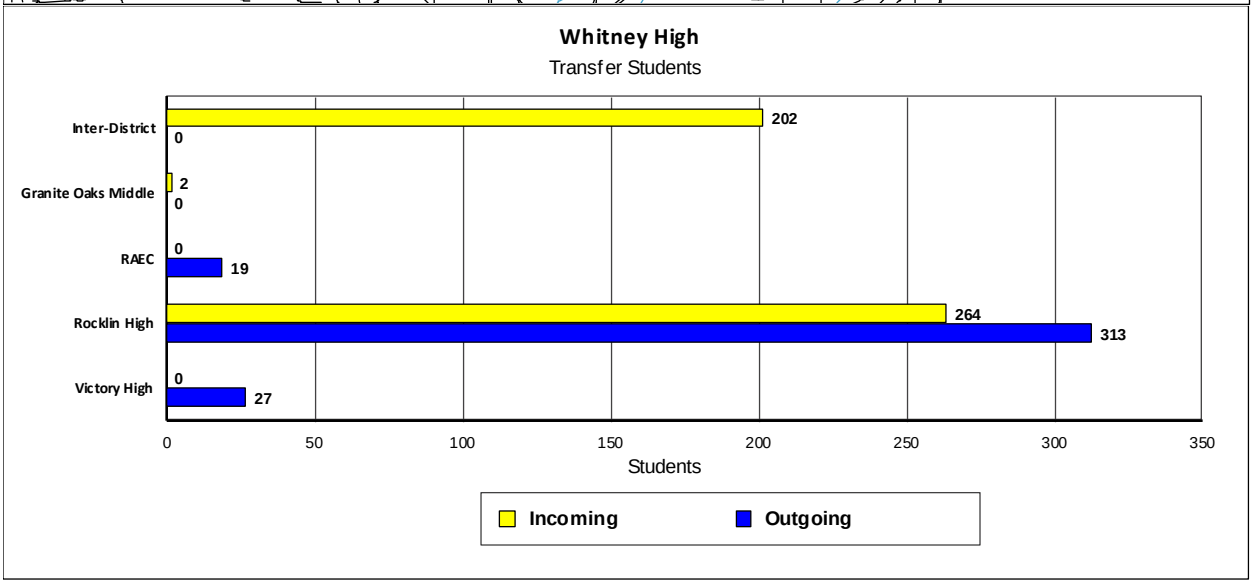
Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
23/24	2025	-38	0	2480	0	0	-17	455	
24/25	1898	-127	0	2480	0	0	-17	582	20
25/26	1836	-62	0	2480	0	0	-23	644	20
26/27	1792	-44	0	2480	0	0	-24	688	132
27/28	1795	3	0	2480	0	0	-24	685	147
28/29	1809	14	0	2480	0	0	-23	671	90
29/30	1801	-8	0	2480	0	0	-24	679	110

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 80

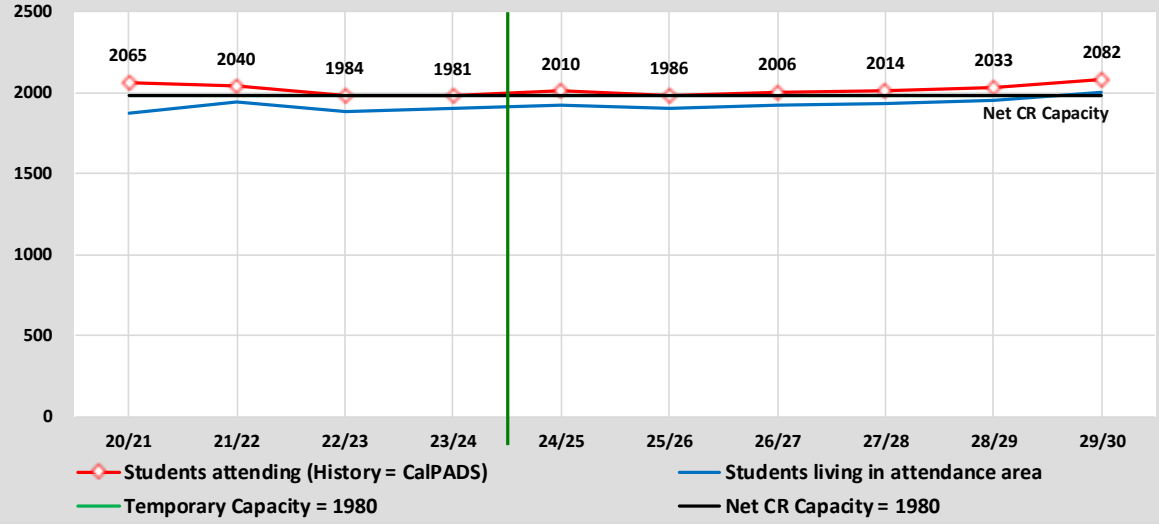
Rocklin High

YEAR:	Current	Projected Enrollment						Cohort	Attendance Factors	
	23/24	24/25	25/26	26/27	27/28	28/29	29/30	Average	Intra	Inter
Grade										
9	467	442	474	445	459	458	467	18	2.3%	5.3%
10	491	454	429	466	437	449	449	5	-0.2%	5.1%
11	513	481	444	424	461	430	443	-13	0.6%	6.5%
12	554	521	489	457	438	472	442	4	2.4%	6.7%
Totals	**2025**	**1898**	**1836**	**1792**	**1795**	**1809**	**1801**	**3.5**	**1.3%**	**5.9%**


Whitney High
Student Legend
Incoming from other Districts (202)
Incoming from other schools (266)
Living in area and attending this school (1542)
Outgoing to other schools (359)
Whitney
Rocklin


Whitney High
Transfer Students
Inter-District
Granite Oaks Middle
RAEC
Rocklin High
Victory High
202
0
2
0
0
19
264
313
0
27
0
50
100
150
200
250
300
350
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Whitney High



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 65
Grades Served = 9 - 12

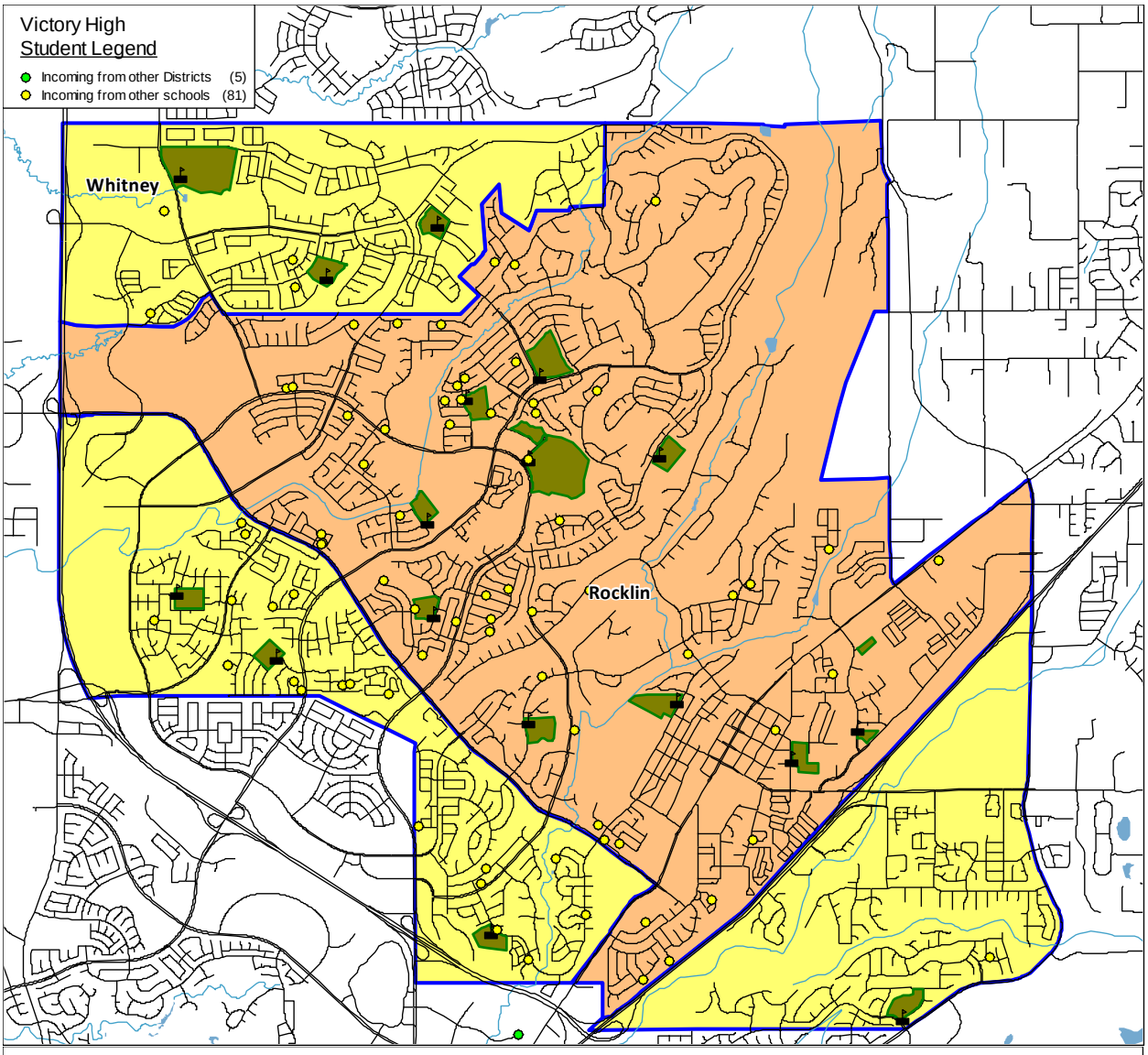
Classroom Needs Timeline

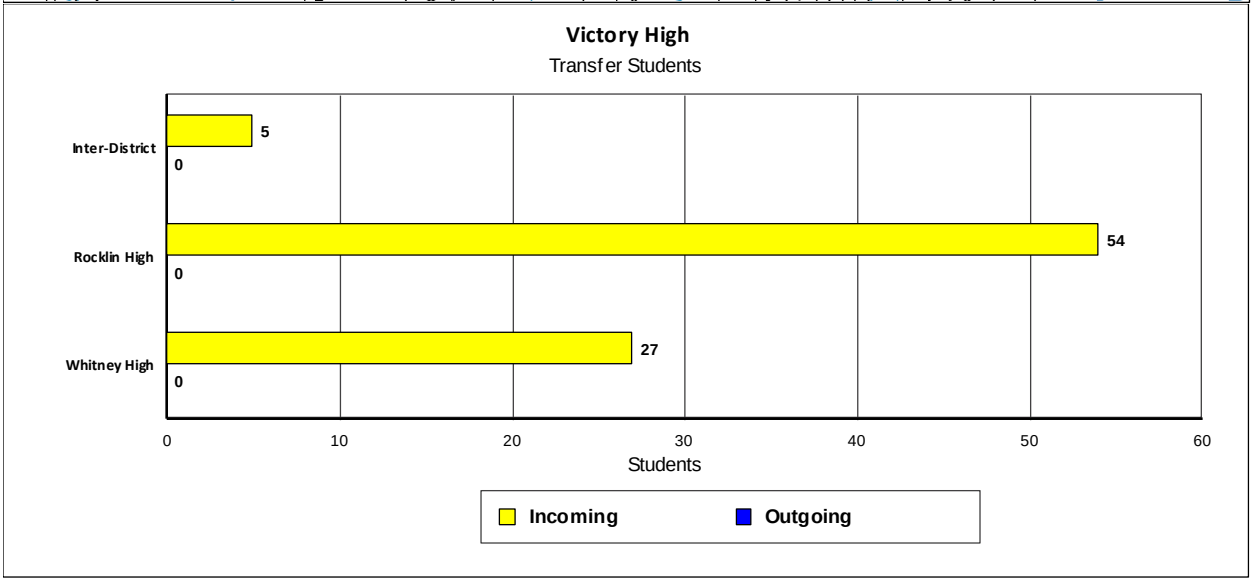
Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
23/24	1981	-3	0	1980	1	0	-3	0	
24/25	2010	29	0	1980	30	3	3	0	378
25/26	1986	-24	0	1980	6	0	-3	0	275
26/27	2006	20	0	1980	26	0	-2	0	256
27/28	2014	8	0	1980	34	0	-2	0	263
28/29	2033	19	0	1980	53	0	-1	0	340
29/30	2082	49	0	1980	102	0	0	0	385

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 65

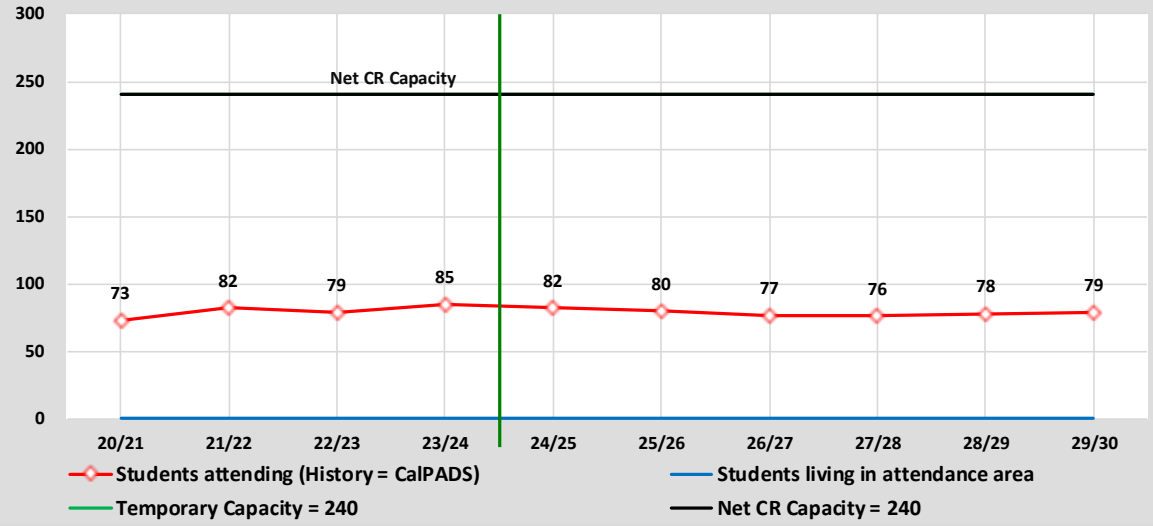
Whitney High

YEAR:	Current	Projected Enrollment						Cohort	Attendance Factors	
	23/24	24/25	25/26	26/27	27/28	28/29	29/30	Average	Intra	Inter
Grade										
9	510	539	493	556	523	549	531	41	-2.5%	10.4%
10	527	510	535	489	552	522	549	1	-1.6%	8.1%
11	466	486	466	490	444	510	482	-13	-11.0%	11.2%
12	478	475	492	471	495	452	520	-3	-10.9%	13.0%
Totals	**1981**	**2010**	**1986**	**2006**	**2014**	**2033**	**2082**	**6.5**	**-6.5%**	**10.7%**


Victory High
Student Legend
Incoming from other Districts (5)
Incoming from other schools (81)
Whitney
Rocklin


Victory High
Transfer Students
Inter-District
5
0
Rocklin High
54
0
Whitney High
27
0
0
10
20
30
40
50
60
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Victory High



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 8
Grades Served = 11 - 12

Classroom Needs Timeline

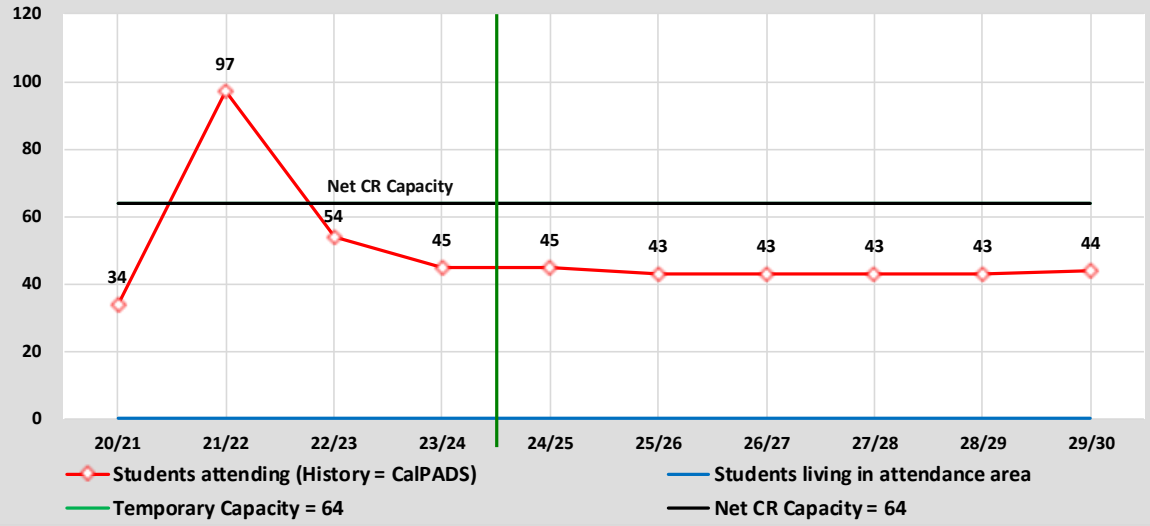
Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
23/24	85	6	0	240	0	0	-5	155	
24/25	82	-3	0	240	0	0	-5	158	398
25/26	80	-2	0	240	0	0	-5	160	295
26/27	77	-3	0	240	0	0	-5	163	388
27/28	76	-1	0	240	0	0	-5	164	410
28/29	78	2	0	240	0	0	-5	162	430
29/30	79	1	0	240	0	0	-5	161	495

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 8

Victory High

YEAR:	Current 23/24	Projected Enrollment 24/25	25/26	26/27	27/28	28/29	29/30	Cohort Average	Attendance Factors Intra	Inter
Grade										
10	1	0	0	0	0	0	0	0	0.1%	0.0%
11	35	35	33	33	32	34	33	-25	0.1%	3.6%
12	49	47	47	44	44	44	46	1	-0.3%	5.3%
Totals	**85**	**82**	**80**	**77**	**76**	**78**	**79**	**-12.0**	**0.0%**	**4.5%**

Capacity & Projected Enrollment
RICA



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 2
Grades Served = K - 12

Classroom Needs Timeline

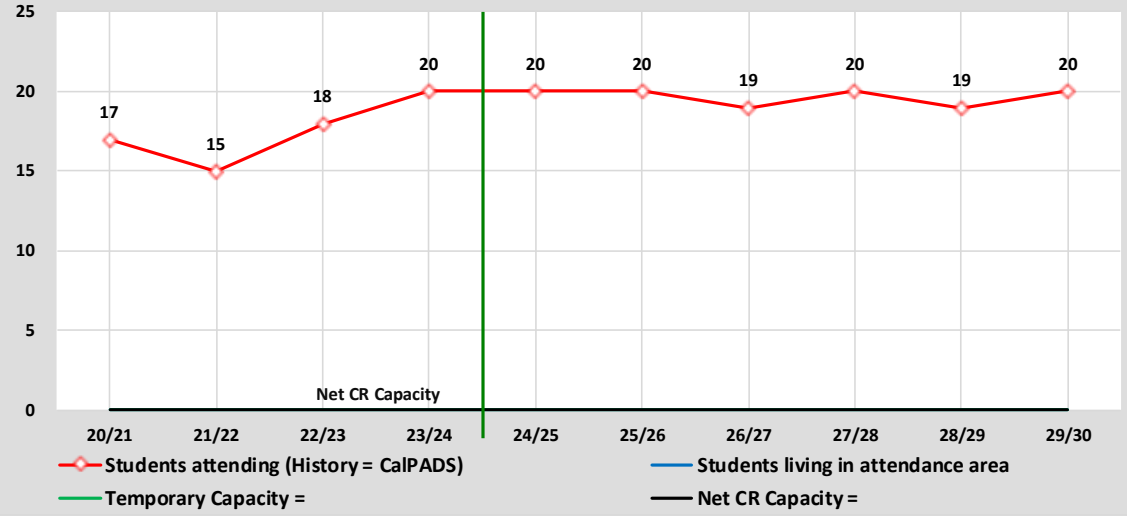
Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
23/24	45	-9	0	64	0	0	-1	19	
24/25	45	0	0	64	0	0	-1	19	398
25/26	43	-2	0	64	0	0	-1	21	295
26/27	43	0	0	64	0	0	-1	21	388
27/28	43	0	0	64	0	0	-1	21	410
28/29	43	0	0	64	0	0	-1	21	430
29/30	44	1	0	64	0	0	-1	20	495

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 2

RICA

YEAR:	Current 23/24	Projected Enrollment 24/25	25/26	26/27	27/28	28/29	29/30	Cohort Average	Attendance Factors Intra	Inter
Grade										
6	2	2	2	2	2	2	2	35	0.2%	0.0%
7	3	3	3	3	3	3	3	41	0.4%	0.0%
8	5	5	5	5	5	5	6	28	0.6%	0.0%
9	4	4	4	4	4	4	4	59	0.4%	0.0%
10	6	6	6	6	6	6	6	6	0.6%	0.0%
11	11	11	10	10	10	11	10	-25	1.2%	0.0%
12	14	14	13	13	13	12	13	1	1.4%	0.0%
Totals	**45**	**45**	**43**	**43**	**43**	**43**	**44**	**20.7**	**0.7%**	**0.0%**

Capacity & Projected Enrollment
NPS



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count =
Grades Served = K - 12

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
23/24	20	2	0	0	20	0	0	0	
24/25	20	0	0	0	20	0	0	0	398
25/26	20	0	0	0	20	0	0	0	295
26/27	19	-1	0	0	19	0	0	0	388
27/28	20	1	0	0	20	0	0	0	410
28/29	19	-1	0	0	19	0	0	0	430
29/30	20	1	0	0	20	0	0	0	495

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 0

NPS

YEAR:	Current	Projected Enrollment						Cohort	Attendance Factors	
	23/24	24/25	25/26	26/27	27/28	28/29	29/30	Average	Intra	Inter
Grade										
K	1	1	1	1	1	1	1	1	0.2%	0.0%
1	1	1	1	1	1	1	1	34	0.2%	0.0%
4	3	3	3	3	3	3	3	35	0.4%	0.0%
5	1	1	1	1	1	1	1	40	0.1%	0.0%
6	1	1	1	1	1	1	1	35	0.1%	0.0%
7	3	3	3	3	3	3	3	41	0.4%	0.0%
8	2	2	2	2	2	2	2	28	0.2%	0.0%
9	1	1	1	1	1	1	1	59	0.1%	0.0%
10	1	1	1	1	1	1	1	6	0.1%	0.0%
11	1	1	1	1	1	1	1	-25	0.1%	0.0%
12	5	5	5	4	5	4	5	1	0.5%	0.0%
Totals	**20**	**20**	**20**	**19**	**20**	**19**	**20**	**23.2**	**0.2%**	**0.0%**

Student Attendance Matrix

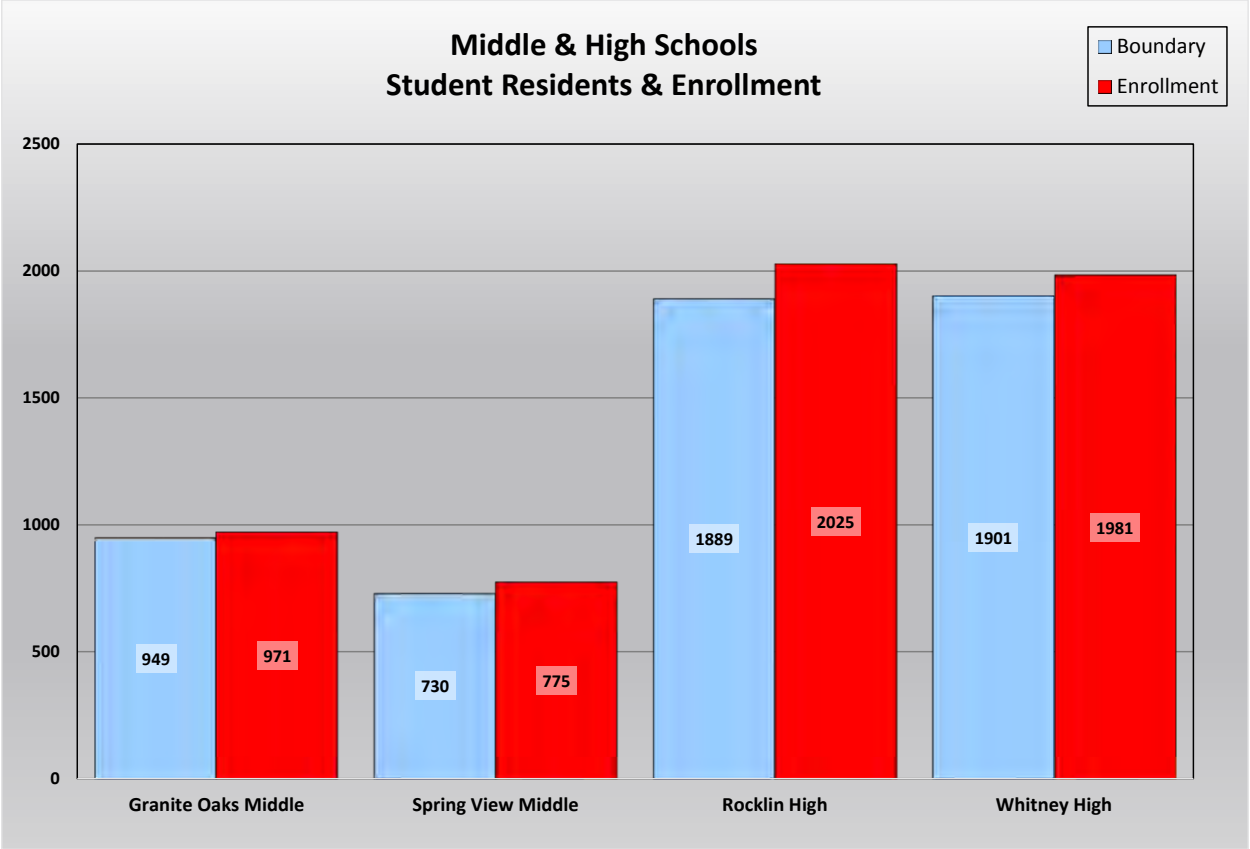
ATTENDANCE MATRIX

RESIDENCE — SCHOOL: / AREA	Antelope Creek Elem	Breen Elem	Cobblestone Elem	Parker Whitney Elem	Quarry Trail Elem	Rock Creek Elem	Rocklin Elem	Ruhkala Elem	Sierra Elem	Sunset Ranch Elem	Twin Oaks Elem	Valley View Elem	**Total Residing**
	SCHOOL OF ATTENDANCE												
Inter-District	43	13	7	24	10	31	20	32	46	13	27	7	**273**
Antelope Creek Elem	**376**	3	13	44	2	9	25	6	12	1	11	4	**506**
Breen Elem	1	**375**	9	2	7	3	7	3	3	5	8	9	**432**
Cobblestone Elem	5	6	**330**	5	6	2	8	4	0	8	9	17	**400**
Parker Whitney Elem	13	8	16	**333**	10	2	35	4	7	3	6	19	**456**
Quarry Trail Elem	1	1	6	0	**533**	2	11	5	0	49	0	27	**635**
Rock Creek Elem	3	2	5	1	3	**358**	13	11	3	6	7	4	**416**
Rocklin Elem	24	2	6	9	13	2	**431**	0	26	5	7	8	**533**
Ruhkala Elem	4	1	1	3	3	4	2	**243**	4	0	5	1	**271**
Sierra Elem	0	1	0	1	1	0	23	1	**343**	1	0	5	**376**
Sunset Ranch Elem	3	5	1	3	22	1	16	3	2	**460**	5	10	**531**
Twin Oaks Elem	8	4	8	8	15	19	19	17	7	11	**428**	8	**552**
Valley View Elem	0	3	9	1	6	0	9	2	0	2	2	**284**	**318**
Correction Factor*	4	1	2	10	-4	1	-6	-2	-3	-1	-2	5	**5**
Total Attending	**485**	**425**	**413**	**444**	**627**	**434**	**613**	**329**	**450**	**563**	**513**	**408**	**5,704**
Intra-Ins	62	36	74	77	88	44	168	56	64	91	60	112	**932**
Inter-Ins	43	13	7	24	10	31	20	32	46	13	27	7	**273**
Total In-Flow	**105**	**49**	**81**	**101**	**98**	**75**	**188**	**88**	**110**	**104**	**87**	**119**	**1,205**
Intra-Outs	130	57	70	123	102	58	102	28	33	71	124	34	**932**
Net Transfers	**-25**	**-8**	**11**	**-22**	**-4**	**17**	**86**	**60**	**77**	**33**	**-37**	**85**	**273**
% In-Flow Students	**21.6%**	**11.5%**	**19.6%**	**22.7%**	**15.6%**	**17.3%**	**30.7%**	**26.7%**	**24.4%**	**18.5%**	**17.0%**	**29.2%**	**21.1%**
% Out-Flow Students	**25.7%**	**13.2%**	**17.5%**	**27.0%**	**16.1%**	**13.9%**	**19.1%**	**10.3%**	**8.8%**	**13.4%**	**22.5%**	**10.7%**	**16.3%**

* The correction factor represents the difference between the student data download counts and the actual CalPADS counts.

This chart summarizes the transfers in and out of each elementary school as were seen by the yellow dots and blue dots on the school attendance maps. In addition, the data has been analyzed to determine the total in-flow and out-flow rates for each school. The school with the largest in-flow rate is Rocklin Elementary and the school with the largest out-flow rate is Parker Whitney Elementary.

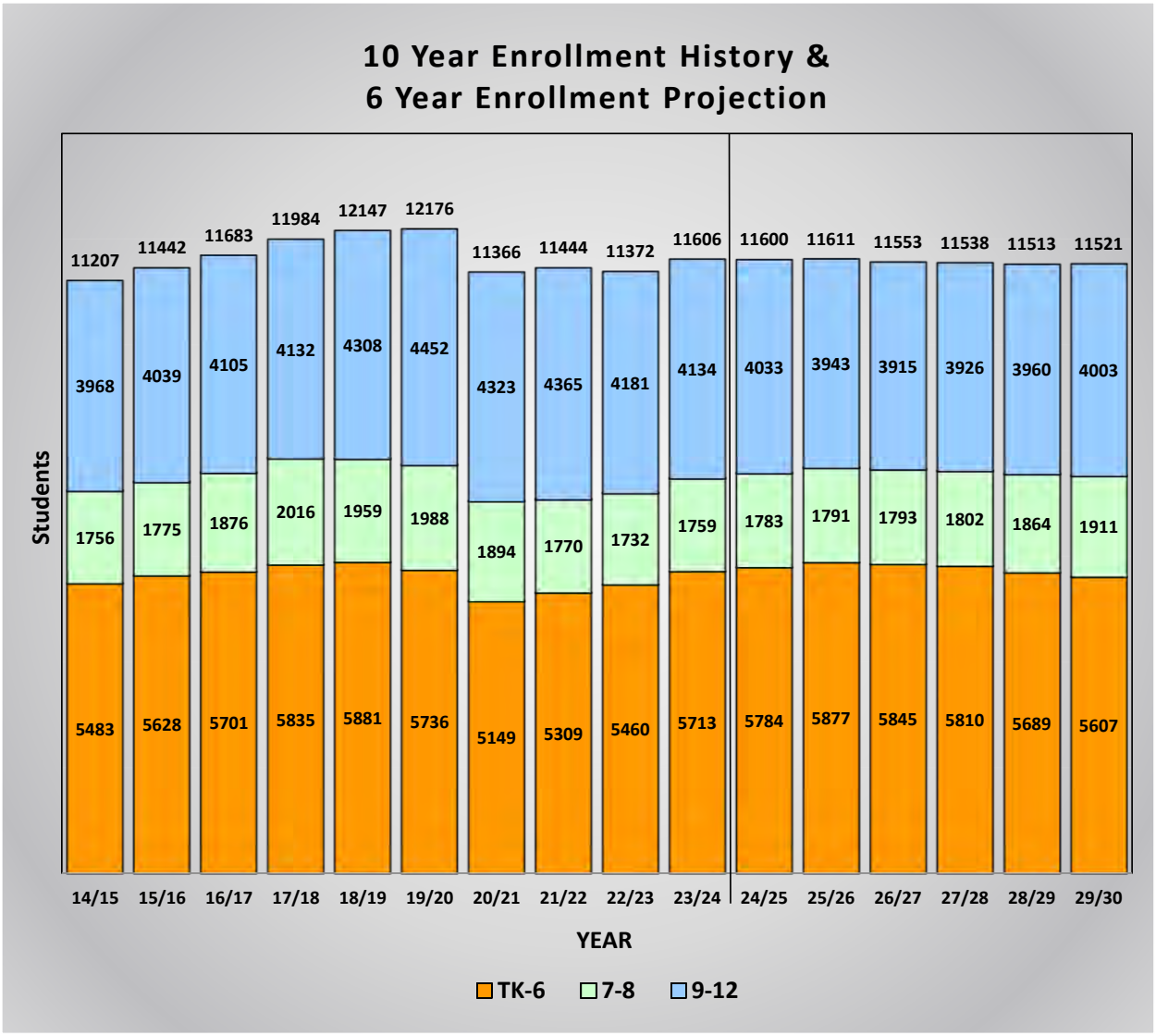
Student Residency and Enrollment Comparison



This chart compares each individual middle and high school enrollment to the students that reside within the school attendance boundary. Utilizing this data helps make it easy to see which schools have the largest and smallest enrollments as well as which boundaries are most populated. Schools with more students enrolled than those living in the boundary have a net transfer into the school. This is typically found at schools with special programs such as Gate or Dual Immersion, schools housing students from overcrowded or Program Improvement (PI) schools, and schools with more capacity than the student population living in the boundary.

Ten Year Enrollment History and Six Year Enrollment Projections

This graph shows a summary of the projections for the entire District. It shows the current enrollment for 2023/24, the historic enrollment for the past nine years, and the projected enrollment for the next six years. The end result is a total of 11,521 students in the District in 2029/30.



The Rocklin Unified School District has grown over the past ten years from an enrollment of 11,207 in 2014/15 to a peak enrollment of 12,176 in 2019/20 and has since declined to the current enrollment of 11,606.

This graph is color coded by grade groupings:
Orange represents the historic and projected enrollment for the elementary school grades TK-6.
Green represents the historic and projected enrollment for the middle school grades 7-8.
Blue represents the historic and projected enrollment for high school grades 9-12.

The entire District enrollment is shown at the top of each bar.

Enrollment Projection Summary by Grade

The chart below shows three years of historic enrollment, the current enrollment, and six years of projected enrollment by grade.

Rocklin Unified School District
Enrollment Projection Summary by Grade

	Historic Enrollment			Current Enrollment	Projected Enrollment					
Grade	**20/21**	**21/22**	**22/23**	**23/24**	**24/25**	**25/26**	**26/27**	**27/28**	**28/29**	**29/30**
TK	131	130	235	291	316	499	462	461	461	461
K	575	708	668	686	705	564	657	593	581	570
1	619	641	727	707	728	743	605	700	635	624
2	709	686	694	788	748	767	785	646	742	679
3	765	743	733	754	825	781	803	822	682	779
4	755	767	763	801	781	848	808	831	849	711
5	795	800	811	815	835	812	882	843	865	885
6	792	827	820	871	846	863	843	914	874	898
7	908	841	860	861	896	872	895	881	957	924
8	983	927	869	898	887	919	898	921	907	987
9	1,044	1,047	1,007	982	986	972	1,006	987	1,012	1,003
10	1,128	1,063	1,038	1,026	971	971	962	996	978	1,005
11	1,144	1,122	1,032	1,026	1,014	954	958	948	986	969
12	1,001	1,127	1,097	1,100	1,062	1,046	989	995	984	1,026
Total TK-6	**5,141**	**5,302**	**5,451**	**5,713**	**5,784**	**5,877**	**5,845**	**5,810**	**5,689**	**5,607**
Total 7-8	**1,891**	**1,768**	**1,729**	**1,759**	**1,783**	**1,791**	**1,793**	**1,802**	**1,864**	**1,911**
Total 9-12	**4,317**	**4,359**	**4,174**	**4,134**	**4,033**	**3,943**	**3,915**	**3,926**	**3,960**	**4,003**
District Totals	**11,366**	**11,444**	**11,372**	**11,606**	**11,600**	**11,611**	**11,553**	**11,538**	**11,513**	**11,521**

Enrollment Projection Summary by School

The chart below shows the current enrollment and six years of projected enrollment by school.

Rocklin Unified School District
Enrollment Projection Summary by School

School	Current Enrollment 23/24	24/25	25/26	26/27	27/28	28/29	29/30
Antelope Creek Elem	485	482	484	481	485	490	478
Breen Elem	425	423	414	406	397	366	358
Cobblestone Elem	413	407	417	423	418	403	399
Parker Whitney Elem	444	459	474	478	485	488	468
Quarry Trail Elem	627	688	748	760	766	735	707
Rock Creek Elem	434	417	409	391	370	359	348
Rocklin Elem	613	647	678	700	700	709	702
Ruhkala Elem	329	326	329	331	347	366	388
Sierra Elem	450	455	450	437	432	419	415
Sunset Ranch Elem	563	557	567	551	533	511	513
Twin Oaks Elem	513	509	498	492	498	486	490
Valley View Elem	408	405	400	386	370	348	332
Elementary Totals	**5,704**	**5,775**	**5,868**	**5,836**	**5,801**	**5,680**	**5,598**
Granite Oaks Middle	971	973	975	986	997	1,062	1,051
Spring View Middle	775	797	803	794	792	789	846
Middle Totals	**1,746**	**1,770**	**1,778**	**1,780**	**1,789**	**1,851**	**1,897**
Rocklin High	2,025	1,898	1,836	1,792	1,795	1,809	1,801
Whitney High	1,981	2,010	1,986	2,006	2,014	2,033	2,082
High Totals	**4,006**	**3,908**	**3,822**	**3,798**	**3,809**	**3,842**	**3,883**
Victory High	85	82	80	77	76	78	79
RICA	45	45	43	43	43	43	44
NPS	20	20	20	19	20	19	20
Other Totals	**150**	**147**	**143**	**139**	**139**	**140**	**143**
District Totals	**11,606**	**11,600**	**11,611**	**11,553**	**11,538**	**11,513**	**11,521**
Annual Change		-6	11	-58	-15	-25	8

2024/25 One Year Enrollment Projection by School and Grade

Rocklin Unified School District
Enrollment Projections
YEAR 24/25, 1 Year Proj.

School	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Antelope Creek Elem	27	76	64	72	64	65	59	55	0	0	0	0	0	0	482
Breen Elem	13	50	49	50	70	59	55	77	0	0	0	0	0	0	423
Cobblestone Elem	26	51	47	58	56	58	42	69	0	0	0	0	0	0	407
Parker Whitney Elem	27	50	59	76	55	59	68	65	0	0	0	0	0	0	459
Quarry Trail Elem	46	99	107	89	106	82	90	69	0	0	0	0	0	0	688
Rock Creek Elem	23	40	62	54	51	65	62	60	0	0	0	0	0	0	417
Rocklin Elem	30	60	76	115	80	91	94	101	0	0	0	0	0	0	647
Ruhkala Elem	15	42	44	42	53	34	53	43	0	0	0	0	0	0	326
Sierra Elem	29	47	57	46	75	58	75	68	0	0	0	0	0	0	455
Sunset Ranch Elem	32	74	59	54	87	83	80	88	0	0	0	0	0	0	557
Twin Oaks Elem	26	59	60	53	70	66	85	90	0	0	0	0	0	0	509
Valley View Elem	22	56	43	39	58	58	71	58	0	0	0	0	0	0	405
Granite Oaks Middle	0	0	0	0	0	0	0	0	472	501	0	0	0	0	973
Spring View Middle	0	0	0	0	0	0	0	0	418	379	0	0	0	0	797
Rocklin High	0	0	0	0	0	0	0	0	0	0	442	454	481	521	1,898
Whitney High	0	0	0	0	0	0	0	0	0	0	539	510	486	475	2,010
Victory High	0	0	0	0	0	0	0	0	0	0	0	0	35	47	82
RICA	0	0	0	0	0	0	0	2	3	5	4	6	11	14	45
NPS	0	1	1	0	0	3	1	1	3	2	1	1	1	5	20
Totals	**316**	**705**	**728**	**748**	**825**	**781**	**835**	**846**	**896**	**887**	**986**	**971**	**1,014**	**1,062**	**11,600**
Current CalPADS	291	686	707	788	754	801	815	871	861	898	982	1,026	1,026	1,100	11,606
Net Change	**25**	**19**	**21**	**-40**	**71**	**-20**	**20**	**-25**	**35**	**-11**	**4**	**-55**	**-12**	**-38**	**-6**
Cohort Change			42	41	37	27	34	31	25	26	88	-11	-12	36	

Rocklin Unified School District has a current enrollment of 11,606 students. The projected enrollment for next year shows a decrease of 6 students. This one year summary analyzes the net change between the current District enrollment by school and by grade, and the projected enrollment for 2024/25.

The students living in the boundary generate the cohort factors which are calculated for the past three years and the average is determined. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years. Next the attendance factor is used to determine the net enrollment for each grade. The attendance factor is determined by analyzing the current year of students to see how many Inter- and Intra-district transfers there are. The cohort change factor indicates the change in the number of students for each grade compared to the number of students in the prior grade the previous year.

These projections assume the transfers between schools remain consistent. If changes in facilities, schedules, programs or policies are made, then the patterns may be impacted.

The actual enrollment for each elementary may vary from the numbers shown depending on which sites offer TK classes.

SCHOOL FACILITY UTILIZATION

The following chart shows the current and projected utilization rates for each school. It has been color coded with blue representing schools with a utilization rate of under 70%, yellow representing a utilization rate of at least 70% but under 80% and red for the schools that have over 100% utilization. The utilization indicates the long term impacts of the changes in enrollment as compared to the school capacities.

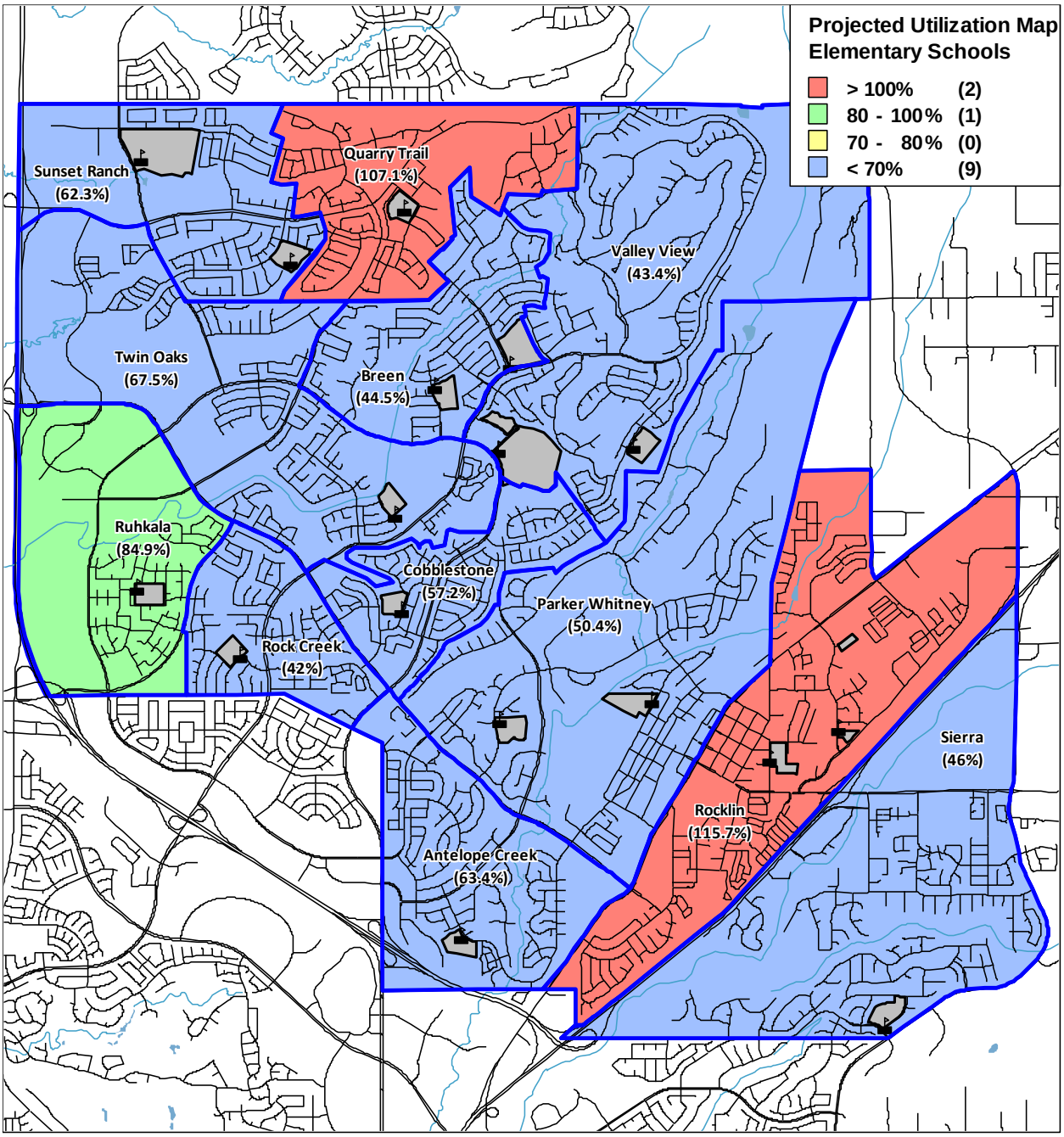
School Facility Utilization

Elementary Schools	Net Classrooms	Net CR Capacity	2023/24 Current Enrollment	2029/30 Projected Enrollment	2023/24 Current Utilization	2029/30 Projected Utilization
Antelope Creek Elem	31	754	485	478	64.3%	63.4%
Breen Elem	32	804	425	358	52.9%	44.5%
Cobblestone Elem	28	697	413	399	59.3%	57.2%
Parker Whitney Elem	37	928	444	468	47.8%	50.4%
Quarry Trail Elem*	27	660	627	707	95.0%	107.1%
Rock Creek Elem	33	829	434	348	52.4%	42.0%
Rocklin Elem*	24	607	613	702	101.0%	115.7%
Ruhkala Elem	18	457	329	388	72.0%	84.9%
Sierra Elem	36	903	450	415	49.8%	46.0%
Sunset Ranch Elem	33	824	563	513	68.3%	62.3%
Twin Oaks Elem	30	726	513	490	70.7%	67.5%
Valley View Elem	31	765	408	332	53.3%	43.4%
Sub-Totals	**360**	**8,954**	**5,704**	**5,598**	**63.7%**	**62.5%**
Middle Schools						
Granite Oaks Middle	44	1,184	971	1,051	82.0%	88.8%
Spring View Middle	37	1,004	775	846	77.2%	84.3%
Sub-Totals	**81**	**2,188**	**1,746**	**1,897**	**79.8%**	**86.7%**
High Schools						
Rocklin High	80	2,480	2,025	1,801	81.7%	72.6%
Whitney High*	65	1,980	1,981	2,082	100.1%	105.2%
Sub-Totals	**145**	**4,460**	**4,006**	**3,883**	**89.8%**	**87.1%**
Other Schools						
Victory High	8	240	85	79		
RICA	2	64	45	44		
NPS	0	0	20	20		
Sub-Totals	**10**	**304**	**150**	**143**		
District Totals	**596**	**15,906**	**11,606**	**11,521**	**73.0%**	**72.4%**

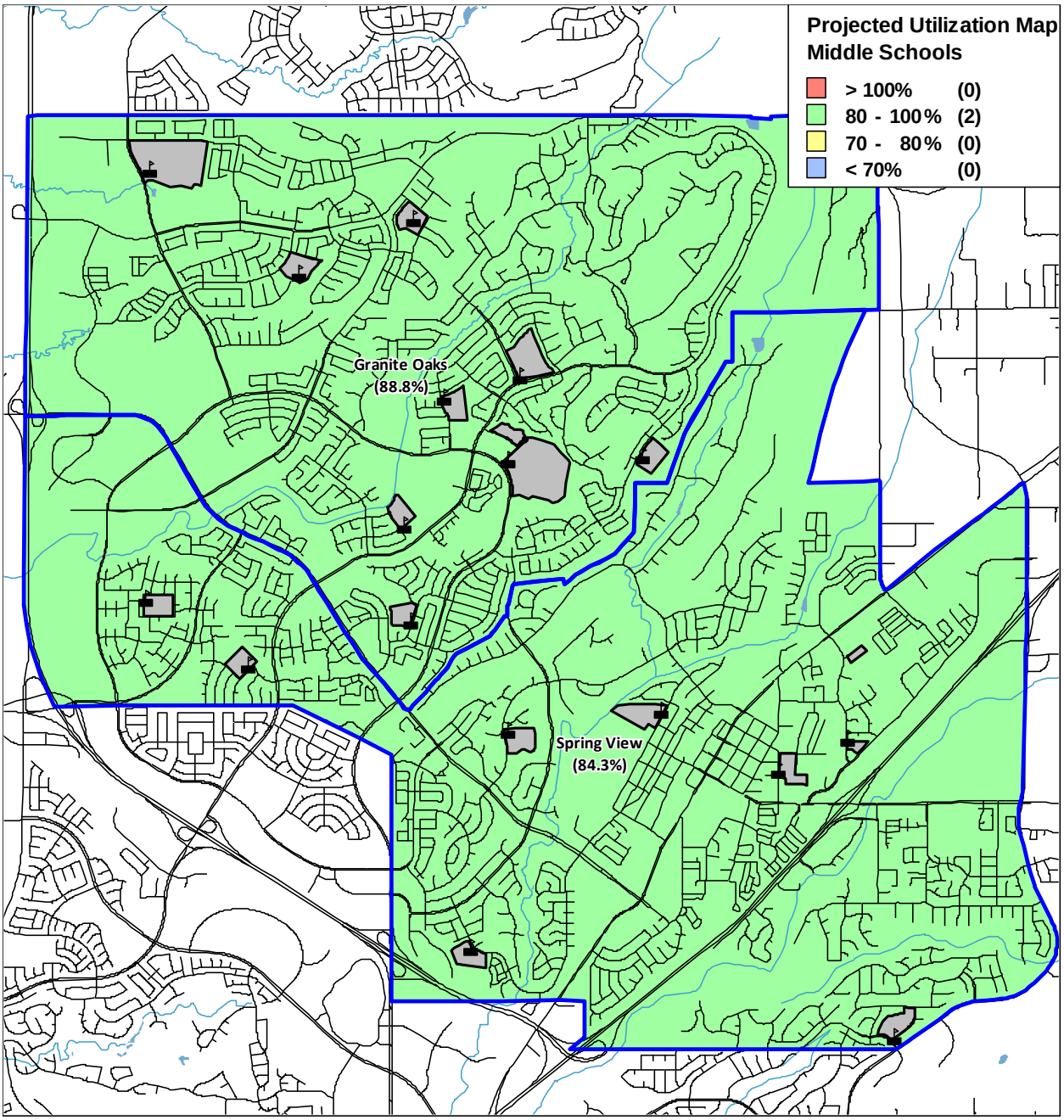
For 2023, the school with the highest percentage of available space is Parker Whitney Elementary and the school that is impacted the most is Rocklin Elem.

* For sites with projected enrollments already at, approaching, or beyond available CR capacity loading maximums, determinations regarding the need to add facilities, or reconfigure attendance boundaries are recommended.

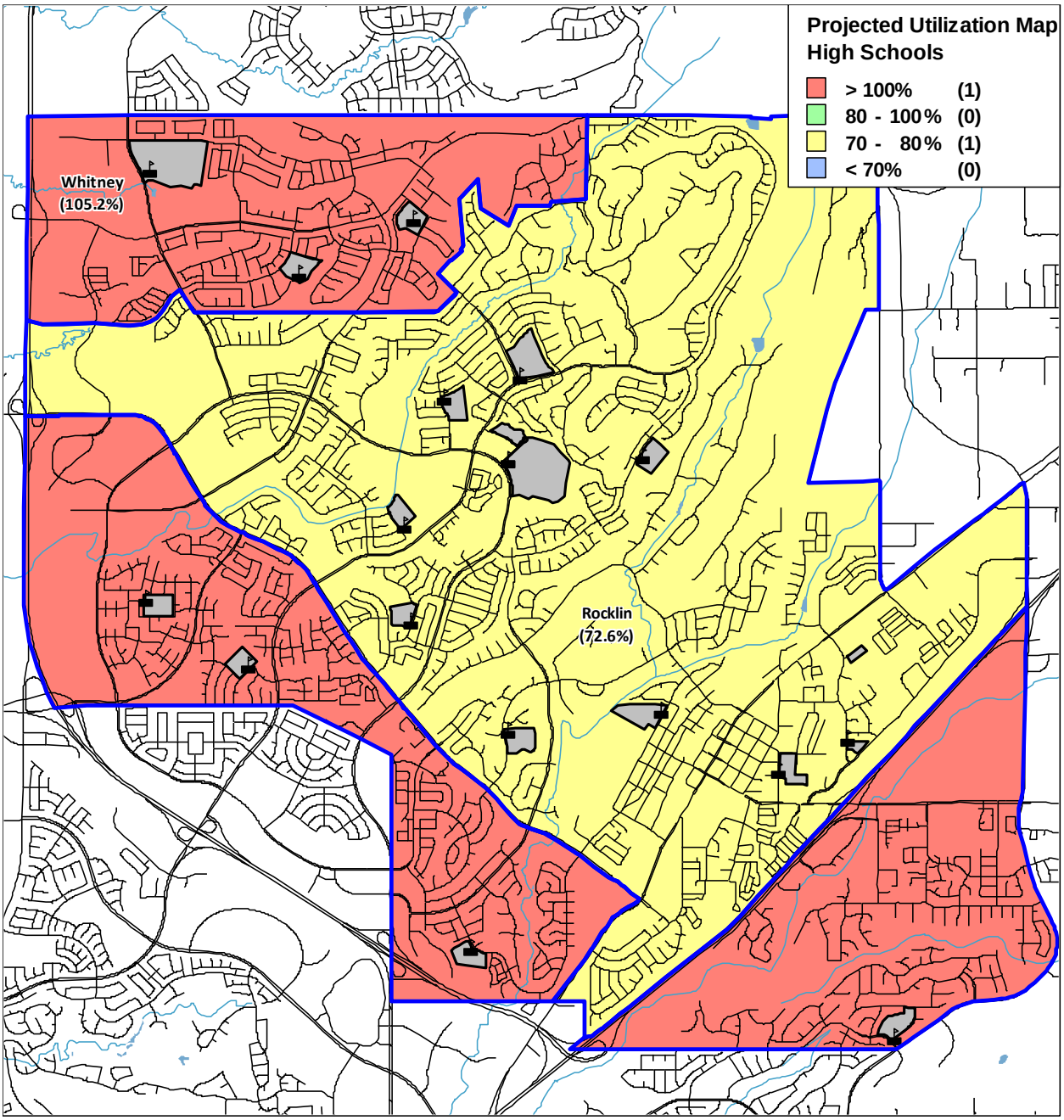
The color-coded map below shows the projected utilization for the elementary schools.



The color-coded map below shows the projected utilization for the middle schools.

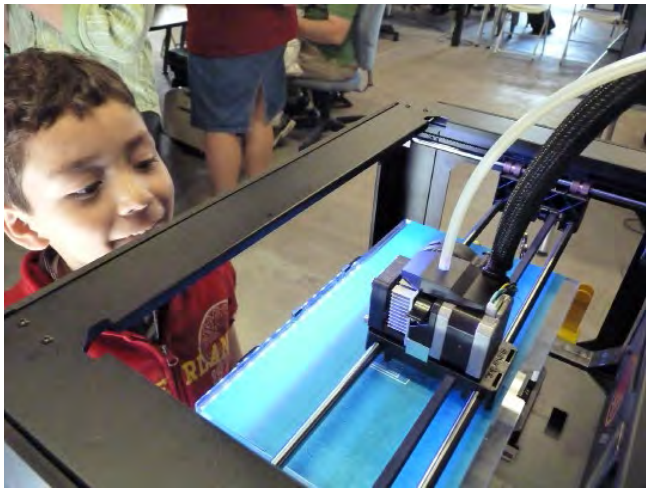


The color-coded map below shows the projected utilization for the high schools.



APPENDIX B: EDUCATIONAL SPECIFICATIONS

Educational Specification

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EDUCATION

PART I

PROJECT DESCRIPTION

INTRODUCTION

The WLC Team Members met with four groups of individuals who are all stakeholders in the efforts of the school district. Group meetings held independently of one another focused specifically on educational-related needs and desires. The WLC Team avoided discussion/s of facilities other than when a direct correlation between programs and instructional space developed through the attendees' comments. To meet the goals of the Strategic Plans this report identifies some "gaps" between the plan and staff comments. The goal for the WLC Team was to gain a thorough understanding of the successes, shortfalls, goals and outcomes of the current educational programs in effect at this time, as well as an understanding of the needs, wishes and desires for the educational programs of the future in Rocklin Unified School District (RUSD).

FORM FOLLOWS FUNCTION

When designing or creating, a common architectural quote summarizes a process or a step in the process that is necessary for a successful final solution: "form follows function." We believe that everything has a purpose and a meaningful educational experience needs definition or FUNCTION. Before we can discuss size, quantity, quality, or content of a brick and mortar school facility, FUNCTION needs definition. The FUNCTION of teaching and learning requires input about curriculum, technology, individuals or groups, and environment. FORM will eventually follow that resolves every need. Form follows function is the law and the Educational Specification is an essential exercise to define Function.

EDUCATIONAL SPECIFICATION COMMITTEES

Educational Specification Executive Committee:

Roger Stock, Superintendent, Rocklin Unified School District
Craig Rouse, Senior Director, Facilities and Operations, Rocklin Unified School District
Colleen Slattery, Assistant Superintendent, Human Resources, Rocklin Unified School District
Barbara Patterson, Deputy Superintendent, Business Services, Rocklin Unified School District
Kathleen Pon, Deputy Superintendent, Educational Services, Rocklin Unified School District
Karen Huffines, Director, Elementary Programs & School Leadership, Rocklin Unified School District
Marty Flowers, Director, Secondary Programs & School Leadership, Rocklin Unified School District
Tammy Forrest, Director, Special Education/Support Programs, Rocklin Unified School District
Mike Fury, Chief Technology Officer, Rocklin Unified School District
Diana Capra, Chief, Communications and Community Engagement, Rocklin Unified School District
Brenda Meadows, Executive Assistant to the Superintendent, Rocklin Unified School District
Max Medina, Architect, AIA, Principal, WLC Architects, Inc.
Lisa Ryker, Director of Planning, WLC Architects, Inc.
Bob Ferguson, Educational Resources, WLC Architects, Inc.
Dennis Murray, Educational Resources, WLC Architects, Inc.

Educational Specification Group Committee- Sierra College and Hacker Lab:

Laura Doty, Director of Facilities, Sierra College
Jay Hester, Interim Dean Business and Technology, Sierra College
Phil Yorde, Technical Support Services Manager, Sierra College

Educational Specification Group Committee- Grades TK-6 and Technology:

Melody Thorson, Elementary Principal, Rocklin Unified School District
Lindsay Walters, K-3 SDC Teacher, Twin Oaks Elementary School, Rocklin Unified School District
Debbie Prekeges, 4th Grade Teacher, Rocklin Unified School District
Leza Davis, Program Specialist, Rocklin Unified School District
Patty Knorzer, Transitional Kindergarten Teacher, Rocklin Unified School District
Cynthia Brown, VAPA Teacher IB, Rocklin Unified School District
Shari Anderson, Principal, Valley View Elementary School, Rocklin Unified School District
Mary Manner, 3rd Grade Teacher, Rocklin Unified School District
Patty Shier, 1st Grade Teacher, Rocklin Unified School District

Educational Specification Group Committee- Community, CTEAC, Chamber, REEF, and Parents:

Diana Capra, Board of Directors, REEF
Karen Garner, Director Recreation, Arts, and Event Tourism, City of Rocklin
Robin Trimble, CEO, Rocklin Chamber of Commerce
Nicolle Skarg, Parent and President, Rock Creek Elementary School PTC
Tom DeLapp, Chairman, REEF
Ann Bouchard, Board of Directors, REEF
Eric Stevens, Board of Directors, REER and Board Member, Rocklin Unified School District
Jason Currier, Board of Directors, REEF

Educational Specification Group Committee- Grades 7-12 and Technology:

Bill Kimmel, Teacher, Rocklin High School, Rocklin Unified School District
Justin Thayer, Teacher, Granite Oaks Middle School, Rocklin Unified School District
Dee Torrington, Teacher, Granite Oaks Middle School, Rocklin Unified School District
Linda Marcarian, Guidance Counselor, Granite Oaks Middle School, Rocklin Unified School District
Amanda Bannister, Teacher, Whitney High School, Rocklin Unified School District
Davis Stewart, Principal, Rocklin High School, Rocklin Unified School District
Marty Flowers, Director, Secondary Programs & School Leadership, Rocklin Unified School District
Joshua Hanosh, Teacher, Spring View Middle School, Rocklin Unified School District
Lindsay Atlas, Ceramics Sculpture Teacher, Whitney High School, Rocklin Unified School District
Beth Davidson, Principal, Spring View Middle School, Rocklin Unified School District
Dave Muscarella, P.E. Teacher, Rocklin High School, Rocklin Unified School District

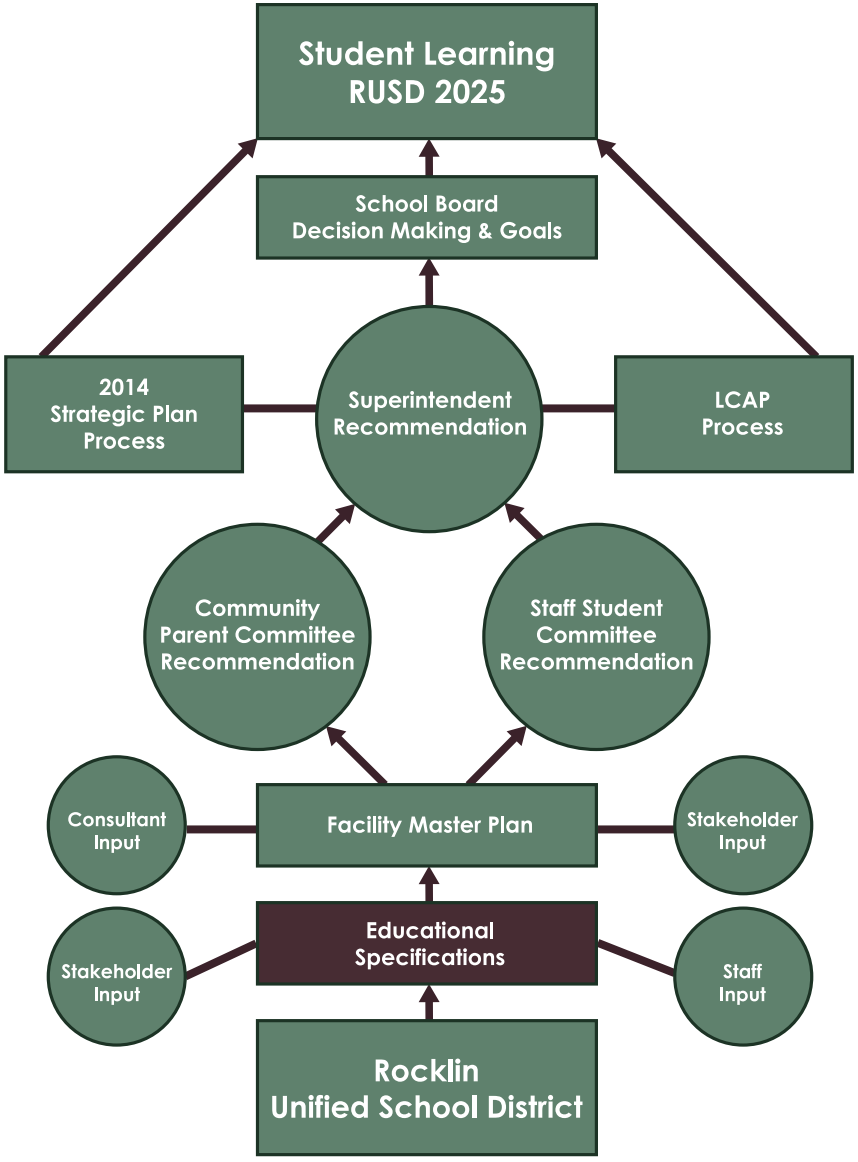
PART II

PROCESS

The "BIG PICTURE"

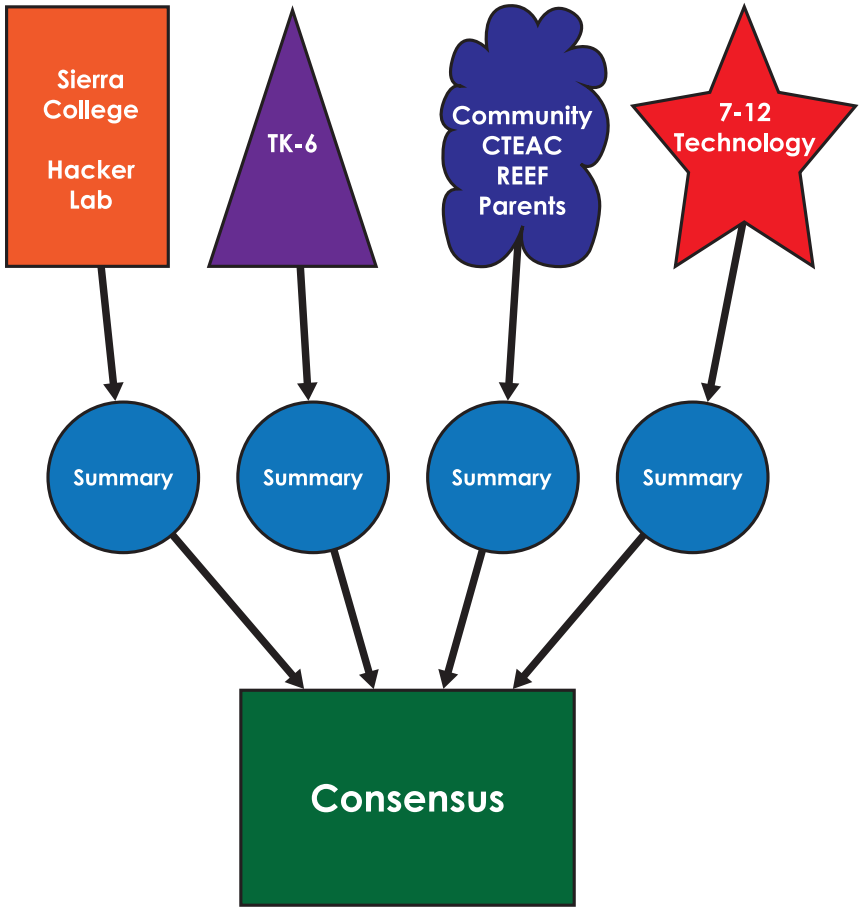
The WLC Educational Specifications Team has included this "Roadmap" for the process of achieving improved Student Learning in the Rocklin Unified School District. This graphic helps readers understand the sequential process of planning. The development of Educational Specifications is foundational in a multi-phased effort of information gathering. This diagram shows all perspectives are considered when developing recommendations for future educational planning.

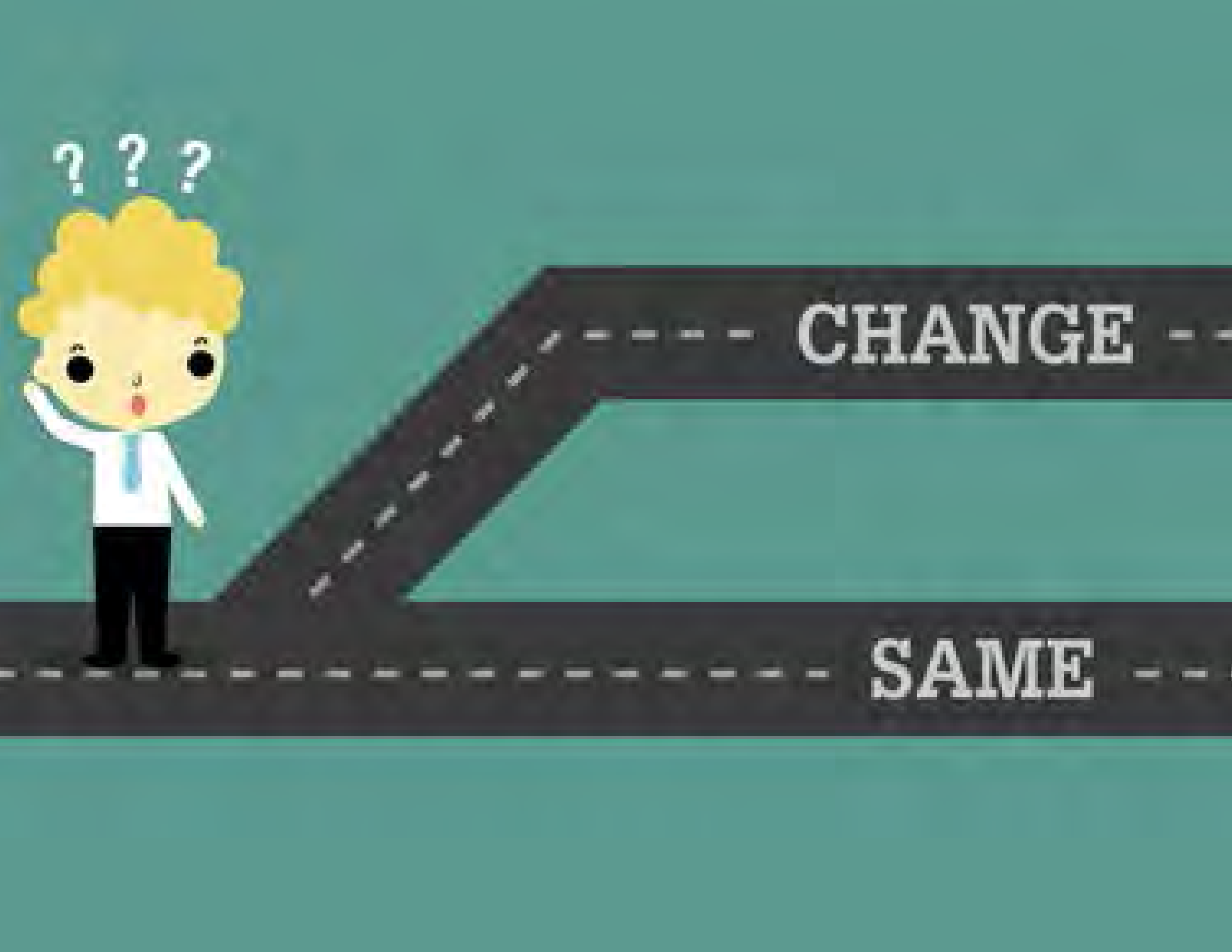
This systematic approach of full-inclusion of stakeholder groups at various stages in the process will provide the Superintendent with valuable and validated information. Combined with the District Strategic Plan, the Board-approved District LCAP, and the administrative recommendation of the District Superintendent, final recommendations will be advanced to the decision-making process of the Board of Trustees towards the goal of improved student learning.



CONSENSUS---HOW DID WE GET THERE?

The WLC Education Specifications Team utilized a consensus-building model of interviews with the respective stakeholder groups in the development of this report. The following graphic shows the process used to gather, summarize, and compile a consensus of information in the Education Specifications. Stakeholder groups were in attendance for two-hour sessions each independent of one another in an effort to secure single-group focus. Summary information was synthesized by the WLC Education Specifications Team from their written notes, which in some cases, included written comments by stakeholders.

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CHANGE
SAME

PART III

SUMMARIES

We met with four groups of different backgrounds who expressed great interest in the success of Rocklin Unified School District (RUSD) kids. A free flow exchange of ideas focused strictly on educational needs and specifically avoided facility solutions. Our goal was to gain an understanding of the successes, deficiencies, and wishes of the *educational* programs at RUSD.

Summary for Sierra College and Hacker Lab

This group consisted of Sierra College staff representing facilities, business, and technology. Although invited, the Hacker Lab could not participate. Following are the common concerns, goals, desired improvements, and observations from this group about the current and future state of education at RUSD:

- Promote educational interaction between High School and College.
- Students need more readiness in the basic skills of problem solving, critical thinking, and communication skills
- Provide more staff development in technology to maximize the benefits of all available technology.
- Placement tests and assessments are important.
- Counseling should fully address "Major" vs. "Career".
- Take advantage of student multi-task skills within the curriculum.

Summary for TK-6

This group included a variety of teachers and principals. Following are the common concerns, goals, desired improvements, and observations from this group about the current and future state of education at RUSD:

- Promote career awareness at an early age.
- Multiple group teaching is restrictive by current classroom configurations.
- Plan for the high energy and mobility of students.
- Emphasize STEM and STEAM.
- "Students should find the answer vs. being given the answer" is inquiry-based education.
- Basic skills should be part of all curriculum.
- Curriculum should encourage reflection to think about what is learned.

- More staff development is needed in technology.
- Teach indoors and outdoors.
- Provide for quiet time, reflection, small groups, intervention, and assessment.
- The TK-6 education programs are hindered by the existing classroom configuration of a traditional 960 sq. ft. area. The district and teacher are committed to providing programs that support, educate, and challenge included students to achieve the highest level possible.
- Students at their grade level also need increased support to focusing on mental issues, emotional issues, and learning issues. We focus on education even student in an environment that supports self-esteem, respecting individual differences, a collaborative environment, and a desire to learn.
- The TK-6 staff would also like to strongly support that students lean in many different ways and that instruction needs to support and be delivered in many different ways to accommodate multiple learning styles.
- The falling lines are the topics and/or concerns that were mentioned most often in our meetings and focus on the different needs and visions of staff in the TK-6.

Summary for Community, CTEAC, REEF, and Parents

Major educational stakeholders in the community represented this group. Following are the common concerns, goals, desired improvements, and observations from this group about the current and future state of education at RUSD:

- Vocational education and attention to career path is important.
- Focus on CTE.
- Students need more readiness in the basic skills of problem solving, critical thinking, and communication skills.
- Tailor education for the student. Involve the student to plan his or her education.
- Make parent involvement a priority. Provide a regular PTA/PTO training program.
- Embrace technology and understand the positives and downsides. Provide more staff development.
- Expand learning to outside the classroom.

Summary for 7-12 and Technology

This group included a variety of teachers and principals. Following are the common concerns, goals, desired improvements, and observations from this group about the current and future state of education at RUSD:

- All graduates must know the basics of analytical skills, collaboration, and technology.
- Involve the community for more innovation. Teach innovation and creativity.
- Teach about sustainability and the environment.
- Teach social interaction.
- Provide more staff development. Anticipate that students are already technology literate.
- Emphasize STEM and STEAM.
- The 7-12 educational programs seem to have similar concerns expressed by teachers and staff to issues raised by TK-6 staff.
- Instructional space curriculum were mentioned numerous times in relation to the space needs for 21st century education which includes, but not limited to, creating learning environments outside of the traditional 960 sq. ft. classroom, inability to move furniture to maximize individual, small group, and large group instructional activities.
- There were different discussions and comments related to building enthusiasm for learning, individualized instruction, and preparing the District to create educational environments to attract and keep students in our District.
- The following list are topics and/or concerns that were mentioned more often in our meetings and focus on the different needs and visions of staff in 7-12.
- Need for additional space/support programs for students concerns in the areas of emotional/social areas mental health as well or those needs to Special Education.
- Need for flexible space to accommodate different mods of instruction as well as individual through large group instructional activities.
- Improve the infrastructure for increased electrical and delivery needs for technology support of student learning.
- Expand and develop additional partnerships with our community.
- Need to expand and redesign learning areas especially in the areas of arts and science instruction.

- Need additional staff development to better understand and utilize technology, teaching modalities, instructional activities, intervention techniques, student collaboration, special education students, etc.
- Expand the current career tech and career exploration programs to include as many students as possible to prepare them for high school careers or education. Expand participation between teachers and the professional work environment.
- Increase curriculum offering and expand current curriculum to incorporate areas such as ecosystems and environmental issuers, problem solving, creative thinking, collaboration with multiple disciplines (instead of single subject studies), cross-curricular lessons, and project learning activities.
- Additional space is needed for teacher collaboration within a cross curriculum environment.
- Safety and security is also a concern on 7-12 campuses that may include a need for added landscaping, safety barriers, and high tech security systems for classrooms and campus.

EDUCATIONAL SPECIFICATION TEAM AND STAKEHOLDER SUMMARY

The WLC Educational Resources Team met with five separate Stakeholder Groups over the period of three days. This time frame was used to interview and collect anecdotal data regarding the existing instructional delivery systems and to determine areas in which emphasis can be placed to strengthen the instructional delivery system to students.

A total of 46 individuals comprised the five Stakeholder Groups. These groups represented: Rocklin USD Cabinet-level administration; RUSD Director-level administration; Sierra College administrators; Hacker Lab representatives (Sierra College); teacher representatives from grades TK-6; Technology Division representatives; teacher representatives from grades 7-12; community leaders of Rocklin; REEF (foundation) officers; representatives of the elementary PTC; representatives of the Rocklin Chamber of Commerce; and parents of Rocklin USD students.

Utilizing a standard interview format in all the Stakeholder Group input meetings resulted in the collection of anecdotal data from which this report was developed. When addressing the anecdotal data, four separate and distinct areas of focus emerged from the respondents input:

1. Learning Process Needs
2. Educational Process Considerations
3. Instructional Space Considerations
4. Facility Needs

A review of each of these areas of focus led to the development of "common threads" of input from all of the representative groups. The input received from groups, while varied in intensity, consistently focused on these major ideas:

1. Learning Process Needs

- Teachers want and need flexibility in the delivery of instruction.
- Increased staff development is needed to better understand the utilization of technology.
- Additional technology assistance is required at the site levels.
- Pathways need to be strengthened with the community college system.
- Reflection on learning by students.
- Students are in need of additional programs in CTE.
- The academy concept is in need of expansion.
- Instruction is desired in tolerance and communication.

- Community partnerships need to be expanded.
- The culture of innovation should involve the entire community.

2. Educational Process Considerations

- Project-Based Learning is the equivalent of Real-World Learning.
- Instructional methodologies need to address current learning styles.
- We are using a "Wait-to-Fail" model in our instructional delivery.
- We need to address and deliver inquiry-based instruction for students.
- There is need to identify struggling students earlier in their education.
- Expansion of career paths must be addressed.
- Basics should be imbedded in the various pathways.
- Vocational education needs more emphasis.
- There is a demonstrated need for greater technology capacity.
- Career focus leads to students finding interests for future.

3. Instructional Space Considerations

- Increased instructional space affords better management of classes.
- Students are mobile and space and furniture should allow for this.
- Expanded classroom space is needed and should connect indoors and outdoors.
- Flexibility of instructional space allows for multiple options of presenting curriculum.
- Project-based learning activities need more instructional space.
- Additional space for a variety of CTE programs is an essential need.

- Flexible instructional spaces need to be found throughout the district.
- Retrofitting of current instructional spaces should include indoor/outdoor possibilities.
- Instructional spaces need to be modified to change utilization and configuration.
- There is insufficient space for hands-on activities for critical thinkers and problem solvers.

4. Instructional Facilities Considerations

- Flexible classroom furniture is desirable.
- Improved classroom acoustics would facilitate clearer communication through back-and-forth speaking and attentive listening.
- There is a need for multiple white boards all around the reaching areas.
- Current library and multi-purpose facilities need to be transformed to accommodate various teaching and learning methodologies.
- Living walls within the instructional spaces will increase adaptability of the facilities for instruction.
- Relocation of common classes near one another would allow for shared content.
- Fixed cabinetry in classrooms is limiting functionality.
- Adequate outdoor spaces for physical education activities should not be overlooked.

GRADES TK-6

- Computer labs are outdated
- Teach STEM and STEAM
- Project Based Learning = Real World Learning
- How do you add career awareness to curriculum?
- Inquiry-based education. "Students should find the answer vs. being given the answer."
- Curriculum should encourage reflection. Think about what was learned.
- Inquiry based education is pitting the learning on the students shoulders vs. on the teachers to teach them.
- Kids are taught differently today vs. 10 years ago by way of: devices, problem solving, and impulsiveness.
- Today's kids are thinking slower and deeper.
- We cannot do problem-based instruction based upon past standards.
- Me/I vs. We/us---Are we preparing kids for the workplace with project-based learning?
- We need to teach kids to talk academically and talk about what they are doing.
- We have a "Wait-to-Fail" model.
- Those who are struggling need a better way to be identified early on.
- Intervention must follow quickly.

COMMUNITY, CTEA, REEF, PARENTS

- Vocational education is important
- Pay attention to career paths
- Expand career tech opportunities
- Use outside curriculum: solar technologies, garden, science, etc.
- Career focus leads to finding interests
- Capability building/skill building ic critical analysis/problem solving
- Embed basics in various pathways
- Basics are: communication, language, life skills, practical skills, etc.
- Teach how to build relationships through connecting, communicating, and collaborating

GRADES 7-12 & TECHNOLOGY

- Provide greater technology capacity

GRADES TK-6

- Teachers want and need to collaborate.
- Help students be responsible for their learning.
- Teachers need flexibility to help resolve intervention..
- Technology (Google apps, Google Classroom, Chrome Books, etc.), document sharing, all require collaboration---therefore, more staff development is needed.
- Teach kids to reflect on what/was learned.
- Kids are prepared with their own technology. Staff development prepares the teacher.
- Provide technology assistance at the site level.

COMMUNITY, CTEAC, REEF, PARENTS

- How do you predict the future of curriculum?
- How about an academy concept?
- Coordinate pathways with community college.
- Define "classroom of the future".
- School choice is coming. How does RUSD compete?
- Parents and students should clearly see how education progresses.
- This is a partnership between school and home.
- Help kids be in charge of their learning.
- Build sustained enthusiasm for learning.
- How can kids experience and be part of more than one "tribe"?
- How do you tailor education for each student?
- Includes academies for trade skills and Career Technical Education.
- Academies would help attract teachers.
- Teaching skills are important to the students.
- Teach tolerance and communication.

GRADES 7-12 &TECHNOLOGY

- What would a graduating Senior need to have?
- Information frame to sensory frame? Eco systems learning can happen everywhere.
- Develop partnerships with the community.
- Culture of innovation should involve the community.
- Address transgender needs.
- Teach social interaction

GRADES TK-6

- Students do not want to be in the same classroom all day
- Living wall is a wall you can access and use. It is adaptable and the primary purpose is either instructional or separation.
- Improve classroom acoustics. Complete communication is a back and forth clear speaking and attentive hearing.
- Re-purpose old uses: library becomes maker space, student union, reading room, etc.
- Need toilets within the classroom for all TK-3 and SDC students. These kids require personal attention.
- Current centrally located library and MP spaces can be transformed. Library spaces are under-utilized.

GRADES 7-12 & TECHNOLOGY

- Flexible classroom furniture is desirable.
- Provide multiple white boards all around the teaching space.
- Locate common classes near one another to share content.

GRADES TK-6

- More space means better management of classes
- Kids are mobile, Space and furniture should allow for this
- Dedicated small spaces
- Playgrounds must be properly sized
- Expanded classroom space is needed and should connect indoors and outdoors
- The proper class size is 25-28. More can be handled if the space is bigger with the help of aides
- Smaller spaces are needed for quiet, reflection, small group, intervention, assessment. Make space available
- Do not forsake quality PE space (indoors and outdoors)
- More room and space allows for more control of the classrooms. Flexibility allows the curriculum to be taught in multiple ways
- Current computer labs are inflexible and non-collaborative.
- Provide more outdoor classroom opportunities for learning. Playgrounds can serve a dual purpose
- Not enough space for hands-on activities for critical thinkers and problem solvers
- Provide spaces for STEM/STEAM KIDS
- Need more space for project-based learning
- Limited space is a common thread, so we should develop spaces that can change, regardless of the layout.
- All I need is four well-designed walls.
- Intervention is much easier in a flexible space with areas for pull-outs or groups.
- Maximum class size is 32. If larger, a co-teacher is needed. Regardless, the classroom size should be flexible.
- Kids need quiet space
- Occupational therapy space is needed
- Physical therapy can happen is a shared space
- Maker spaces are messy

COMMUNITY, CTEAC, REEF, PARENTS

- Create more outdoor learning opportunities
- Provide sufficient space for a variety of CTE
- Create exciting learning spaces to teach and learn
- Students should have their own gardening area
- A classroom may have no front, but must have clear instructional walls.
- Spaces can also be open
- Learning spaces have to be exciting and inviting
- Cannot just have flexible spaces (student centers) at one location.

GRADES 7-12 &TECHNOLOGY

- Space needed for groups, quiet room, privacy, and safety. MeNtal wellness is important for both the student and parents.
- Need more common spaces for more than 35 students
- Make staff room spacious as a student center for adults
- Versatile spaces: retrofit appropriate room w/toll-up doors can foster indoor/outdoor learning

The development of Educational Specifications for the Rocklin Unified School District was a process involving many different stakeholder groups composed of individuals from within and outside the educational community. The intent was to gain information from their perspectives as to what is important to be considered for presentation to the administration and Governing Board as the District moves forward in educational planning and development.

The core elements of all groups surveyed by the Education Specifications Team that showed consensus were:

- Critical Thinking
- Communication
- Collaboration
- Creativity
- Decision-Making.

While not focusing on facilities in the information-gathering sessions, there were strong feelings expressed by the Pre-K staff members that the current classroom configurations limited flexible learning environments and opportunities that allow for individual, small, and large group instruction.

All groups interviewed shared interest in targeted staff development for programs dealing with Technology, alternative learning styles, and community/parent involvement.

Consensus was also reached as to a need to increase career and individualized student interests in the elementary schools as well as further enhancing career counseling for high school students.

In reference to the interests of earlier career awareness, there were specific interests in increasing the focus for counseling to include: career pathways; options for non-college bound graduates; vocational training strands aligned with local industry needs; and college-bound student options in the local area as well as throughout the country.

A uniform response from each stakeholder group was that there is an ongoing need for increased cross-curricular collaboration and consideration of coursework that does not focus on just a single subject area of study.

Lengthy discussions centered on "student directed curriculum" and "personalized curricula". There was strong feeling that students need to have more personal involvement and input regarding their own individualized learning plans.

There was an expressed need for increased attention and accountability for basic student achievement in the areas of math and language arts as well as pre-requisite skills for success in post-high school graduation or careers

The WLC Team met with two groups that commented specifically on facility improvements related to the educational goals expressed. Although this is not a facility improvement document, the team felt the need to summarize any "brick and mortar" suggestions discussed that enhance and compliment all instruction. A complete Facility Needs Assessment is a next step to recommend design solutions and the following comments are the starting point of that document. A Facility Needs Assessment will also verify if suggested future improvements may already exist. The following facility summaries are from committee groups representing grades TK-6 and 7-12.

The Educational Program is how a school delivers its mission. Not only does the school need to meet all state and federal standards, it must meet the standards developed by the School District. "Core" academics and other courses are offered as the result of meeting the school's or District's mission.

Desirable Learning Environment (all grades)

1. More Open Space/Flexible:
   - a. Large tables for projects, furniture easy to reconfigure
   - b. Multiple power sources (ceiling, floor, walls)
   - c. Student storage
     - (1) Personal
     - (2) Projects
     - (3) Portfolio
2. Integrated Academics Team:
   - a. Flexible space
   - b. Teacher meeting area
   - c. Accessible storage of resources
   - d. Related technological hardware and software and space
   - e. Flexible wall divides the space
   - f. Sound system and appropriate size screens for double room.
   - g. Multi use furnishing suitable multi-grades and multi-abilities.
   - h. Heating, cooling, ventilation and window screens are a basic need.
   - i. Student storage near team area.
   - j. Small area for peer support mentor, one on one conference.
   - k. Environmental space
   - l. Display area for long term projects

m. Team area for storage
n. Personal space portable file cabinets
o. Carpeting in the learning environment
m. Team area for storage
n. Personal space portable file cabinets
o. Carpeting in the learning environment
p. Display case
q. Laboratory
r. Courtyards
s. Easy access to the outside world

3. Provide flexible spaces that can easily be reconfigured through moving walls and other options.
   a. Provide accommodation for smaller and larger group work
   b. Project spaces

4. Technology

   a. Integration of technology into classrooms
   b. Ability to seamless display instruction materials of student progress
   c. Simplified operation of technology. Short learning curve to use products in classrooms.

Support Spaces

1. Small Group
   a. Small group room (flexible space) - Student teaming, teacher teaming, significant adult.
   b. Provide small group meeting areas with in each of the team areas.
      (1) Space should accommodate groups from 2-10.
      (2) Space to be used for:
         (a) Group projects.
         (b) Student, teacher, parent, counselor planning meetings.
         (c) Quiet work area.
         (d) Sound buffer for noisy work.
2. Hallways
   a. Make hallways museums (interactive spaces).
   b. Provide learning niches in hallways.

Curriculum Objectives (all grades)

Students will develop a deeper understanding and learn in a variety of engaging and interactive ways. Through visual representations, classroom labs and demonstrations, field trips and exploration, students will be given the opportunity to discover how the curriculum is relevant in their lives. Together with their peers, students will collaborate to discover principals as they work individually or in small groups. Technology will be used as a tool to support student learning and research.

General:

Ongoing integrated and project based learning
Reading, writing and listening
Visual modality teaching
One-on-One instruction
Computer based instruction
Large group, small group and individual instruction
Daily problem-solving and skills work
Math notebooks for definitions, notes, and practice
Hands-on activities, manipulates, and calculations
Challenge problems and activities
Class participation and discussion

SPACE IDENTIFICATION: TK-6 STANDARD CLASSROOM

SF/Space:	960 to 120	
Student Loading:	27	
Total Area:	3,840	
Space Description:	**Function:**	Core classroom for Language Arts, History, Math, Science, Foreign Language, Life Skills, and other general instruction.
	Minimum Ceiling Height	10'-0"
	Access:	To hallway and if applicable to exterior spaces.
Materials:	**Floors:**	Carpet tile and/or resilient flooring
	Base:	Rubber
	Wall:	Gypsum board painted equivalent of one wall with table surface.
	Ceiling:	Suspended grid with acoustic lay-in panels or gypsum board with acoustic treatment.
	Window:	Positioned for maximum day lighting, but blocks unwanted distractions. Preferable to have high windows above 7' to ceiling height. Operable windows are acceptable if they can be secured.

SPACE IDENTIFICATION: TK-6 STANDARD CLASSROOM CONTINUED

Building Systems:	**Security:**	"Columbine" style locksets per current legislation. Blinds on all low windows.
	Acoustics:	Sound insulation in walls between spaces.
	HVAC:	Heating, ventilation, and air conditioning with individuals controls.
	Plumbing:	Sink with faucet in Science classrooms only.
	Lighting:	Energy efficient fluorescent lighting fixtures, dimmable, daylight preferred, zoned control, pendent mounting preferred.
	Electrical:	Convenience outlets on walls. Ceiling power for projector.
	Fire Protection:	Smoke/heat detectors and/or sprinklers as required by CBC.
	Communications:	Campus intercom and wireless network, telephone, clock, and data drops.
Furniture:	**Built-In:**	"Learning Wall" teaching center, cabinets lockable on side walls. Amount of storage can be reduced with the expanded use of documents online.
Equipment:	**Moveable:**	All furniture to be moveable to provide maximum flexibility. Both tables and chairs are stackable/nestable on wheels.
	AV:	Ceiling mounted projector and wall mounted screen PIP and POP - teaching position to projector.
	Special Requirements:	Darkening curtains

SPACE IDENTIFICATION: GRADES 7-12 STANDARD CLASSROOM

SF/Space: 960 - 1200

Student Loading: 27

Space Description:

Function: Core classroom for Language Arts, HIstory, Math, Science, Foreign Language, Life Skills, and other general instruction.

Minimum Ceiling Height: 10'-0"

Access: To hallway and if applicable to exterior spaces.

Materials:

Floors: Carpet tile and/or resilient flooring.

Base: Rubber

Wall: Gypsum board painted, equivalent of one wall with tackable surface.

Ceiling: Suspended grid with acoustic lay-in panels or gypsum board with acoustic treatment.

Windows: Positioned for maximum day lighting, but blocks unwanted distractions. Preferable to have high windows above 7' to ceiling height. Operable windows are acceptable if they can be secured.

SPACE IDENTIFICATION: GRADES 7-12 GRADES STANDARD CLASSROOM

Building Systems:	**Security:**	"Columbine" style locksets per current legislation. Blinds on all low windows.
	Acoustics:	Sound insulation in walls between spaces.
	HVAC:	Heating, ventilation, and air conditioning with individuals controls.
	Plumbing:	N/A
	Lighting:	Energy efficient fluorescent lighting fixtures, dimmable, daylight preferred, zoned control, pendent mounting preferred.
	Electrical:	Convenience outlets on walls. Ceiling power for projector.
	Fire Protection:	Smoke/heat detectors and/or sprinklers as required by CBC.
	Communications:	Campus intercom and wireless network, telephone, clock, and data drops.
Furniture:	**Built-In:**	"Learning Wall" teaching center, cabinets lockable on side walls. Amount of storage can be reduced with the expanded use of documents online.
Equipment:	**Moveable:**	All furniture to be moveable to provide maximum flexibility. Both tables and chairs are stackable/nestable on wheels.
	AV:	Ceiling mounted projector and wall mounted screen PIP and POP - teaching position to projector.
	Special Requirements:	Darkening curtains

SPACE IDENTIFICATION: SCIENCE CLASSROOM / LAB

SF/Space: 960 - 1200

Student Loading: 27

Space Description:

Function:	Core classroom for Language Arts, HIstory, Math, Science, Foreign Language, Life Skills, and other general instruction.
Minimum Ceiling Height:	10'-0"
Adjacencies:	Other Core Classrooms.
Access:	To hallway and if applicable to exterior spaces.

Materials:

Floors:	Resilient flooring.
Base:	Rubber
Wall:	Gypsum board painted, equivalent of one wall with tackable surface.
Ceiling:	Suspended grid with acoustic lay-in panels or gypsum board with acoustic treatment.
Windows:	Positioned for maximum day lighting, but blocks unwanted distractions. Preferable to have high windows above 7' to ceiling height. Operable windows are acceptable if they can be secured.

SPACE IDENTIFICATION: GRADES 7-12 GRADES STANDARD CLASSROOM

Building Systems:	**Security:**	"Columbine" style locksets per current legislation. Blinds on all low windows.
	Acoustics:	Sound insulation in walls between spaces.
	HVAC:	Heating, ventilation, and air conditioning with individuals controls.
	Plumbing:	N/A
	Lighting:	Energy efficient fluorescent lighting fixtures, dimmable, daylight preferred, zoned control, pendent mounting preferred.
	Electrical:	Convenience outlets on walls. Ceiling power for projector.
	Fire Protection:	Smoke/heat detectors and/or sprinklers as required by CBC.
	Communications:	Campus intercom and wireless network, telephone, clock, and data drops.
Furniture:	**Built-In:**	-"Learning Wall" teaching center, cabinets lockable on side walls. -Demonstration teacher's desk with sink and water -Counters with sinks for student use -Electrical outlets and data drops above counter -Lockable upper cabinets with glazed doors
Equipment:	**Moveable:**	-All furniture to be moveable to provide maximum flexibility. -Both tables and chairs are stackable/nestable on wheels.
	AV:	Ceiling mounted projector and wall mounted screen PIP and POP - teaching position to projector.
	Special Requirements:	Blackout curtains

Program Philosophy/Goal Expectations

The function of Special Education is to ensure that all individuals with exceptional needs are provided a free, appropriate education in conjunction with special services that may be required so that they may reach their full potential. Special students must be educated in an environment which provides maximum interaction with non-disabled students. A fair assessment of each student's learning needs must be the basis for placement in an individual Education Program designed to teach those basic skills and qualities of character necessary for a rewarding life at home and in the community.

Our students will graduate and leave RUSD having acquired the practical skills and strategies necessary to compensate for and overcome individual learning challenges. With this critical skill set our students served in special education will pursue their future learning confident they will achieve their most ambitious goals and enjoy a fulfilled intellectual life.

SPACE IDENTIFICATION: LEARNING CENTER

SF/Space: 960 - 1,440

Space Description:

Function:	Tutoring, assessment, counseling; group and individual instruction
Occupant Load:	Varies
Minimum Ceiling Height:	10'-0"
Adjacencies:	-Learning Center Faculty Workroom -Learning Center Conference Room -Disabled Accessible Restroom and Shower
Access:	Room to be located in area of campus accessible to all grade levels

Materials:

Floors:	Carpet tiles and/or resilient flooring
Base:	Resilient
Wall:	Gypsum board painted with tackable surface
Ceiling:	Suspended grid with acoustic lay-in in panels or gypsum board with acoustic treatment

SPACE IDENTIFICATION: LEARNING CENTER CONTINUED

Building Systems:	**Security:**	"Columbine" style locksets per current legislation. Blinds on all low windows.
	Acoustics:	Sound insulation in walls between spaces.
	HVAC:	Heating, ventilation, and air conditioning with individuals controls.
	Plumbing:	Sink with faucet and drinking bubbler, restroom with shower - refer to separate description
	Lighting:	Energy efficient fluorescent lighting fixtures, dimmable, daylight preferred, zoned control, pendent mounting preferred.
	Electrical:	Convenience outlets on walls. Ceiling power for projector.
	Fire Protection:	Smoke/heat detectors and/or sprinklers as required by CBC.
	Communications:	Campus intercom and wireless network, telephone, clock, and data drops.
Furniture:	**Built-In:**	Lockable cabinets on side walls.
Equipment:	**Moveable:**	All furniture to be moveable to provide maximum flexibility.
	AV:	Ceiling mounted projector and screen.
	Special Requirements:	Darkening curtains. Foldable partition. Flexible space to accommodate all special educational programs.

“A very dedicated committee working without electricity.”

PART IV

REFERENCE MATERIAL

EDUCATIONAL SPECIFICATIONS COMMITTEE MEETING COMMENTS AND NOTES
Rocklin Unified School District
Sierra College/Hacker Lab
December 6, 2016
1:00 p.m. – 3:00 p.m.

1. Educational Specifications are only one step in the process of educational planning. Needs Assessments and Facility Master Planning should follow prior to the design of facilities.
2. Some High School teachers also teach at community college. This is one way that educational coordination between High School and Community College occurs.
3. What skills are needed in High School for success in Community College? Proficiency in the basics: English, math, writing, critical thinking, etc. (the basics). Successfully embedding these in High School curriculum helps shorten the student's time in college. Remedial classes can be avoided. Taking general education courses (only) should not be the purpose of post High School education. More time could be developed within the major or career.
4. Sierra College has an educational Master Plan, but it is not an Educational Specification.
5. Students should leave High School ready so that re-training is minimized in Community College.
6. What are the assessment methods? GPA and testing.
7. How does a RUSD program fit or continue at Sierra College?
8. The current most requested career programs are: welding, solar, drafting/design engineering, and nursing.
9. What industry drives the need for the above career programs? Welding (farming, construction), solar (energy, construction), drafting/ design engineering (construction, manufacturing), nursing (healthcare).
10. Do High School kids have the correct technology skills? They have unlimited access to technology. Applying technology within a curriculum needs to be guided.
11. Do instructors have a grasp of technology???
12. Continuous counseling is needed to track student progress.
13. What is the RISE program?

14. Faculty must work closely with counselors.
15. More staff development is needed to maximize the benefits of technology.
16. Students can multi-task and are good at it. "Our kids are technology literate."
17. Critical thinking and problem solving are essential skills for all careers.
18. "What's your major?" vs. "What's your career?" There's a difference. Major = stay in school and get a degree. Career = education is a step to the workforce.
19. The college relies on good assessment of students. Testing and GPA are the current methods. Are there others?
20. Re-engineering the college looks at pathways and careers as entry to college.
21. How do the pathways transfer between the two groups? With the dual enrollment, it has happened at the educator level.
22. What are the technology needs from high school to Sierra College? 3D Printing, Design Engineering, and Coding.
23. Students need to be involved in their own education plan with counselors.
24. Students are more literate in technology than the faculty. Staff development is needed.
25. Current facilities are not set up to include current technology and equipment.
26. Sierra College Nursing Program has 30 spots, but thousands apply. Are these from RUSD or other?

EDUCATIONAL SPECIFICATIONS COMMITTEE MEETING COMMENTS AND NOTES
Rocklin Unified School District
TK-6
December 6, 2016
3:30 p.m. – 5:30 p.m.

1. More space = better management of class.
2. Teachers want and need to collaborate.
3. Computer labs are outdated. Fixed furniture does not work.
4. Kids are mobile. Space and furniture should allow for this.
5. (4th grade teacher) How does a student or teacher move between activities? Whether there are walls, partial walls, moving furniture, or dedicated small spaces, MOVEMENT and INTERACTION must be planned for.
6. (Special Ed) Biggest difference is access to restrooms. Don't put too much carpet. SE must be integrated.
7. Students don't want to be in the same room all day. You can make the students change location or you can change the environment (open up a wall, etc.)
8. Waldorf example: "Less stuff on the walls and good daylighting = better attention"
9. Living Wall is a wall you can access and use. It is adaptable and the primary purpose is either instructional or separation.
10. Playgrounds must be properly sized. (Outdoor) instructional spaces must be properly designed).
11. Teach Environmental Science and Engineering. Expanded classroom space is needed and should connect indoors with the outdoors.
12. Teach STEM and STEAM.
13. Team teaching must be encouraged, therefore provide facilities that enhance it.
14. Project Based Learning (PBL) = Real World Learning.
15. How do you add career awareness to curriculum? How do you expose kids to career choices?
16. Need (more?) male teaches at early grades.

17. Intervention (basic skills) must be worked into curriculum.
18. Inquiry-based education: "Students should find the answer vs. being given the answer."
19. Help students be responsible for their learning.
20. What's different about kids 15 years and older (opinion)? Less people interaction skills, too device driven, impulsive behavior, self-centered, less problem solving skills.
21. How do you affect the "me and I" personality?
22. Improve classroom acoustics. Complete communication is a back and forth of clear speaking and attentive hearing.
23. Curriculum should encourage reflection. Think about what was learned.
24. Instruction should be flexible enough to quickly and efficiently form groups. Teachers should likewise be available to quickly and efficiently intervene for the basics.
25. Need a better way to identify and act for intervention. Need an intervention protocol assessment.
26. Teachers need flexibility to help resolve intervention.
27. Technology: Google Apps, Google Classroom, Chrome Books, document sharing all equal COLLABORATION. Therefore, more staff development is needed.
28. The proper class size is 25-28. More can be handled if the space is bigger with the help of aides.
29. Smaller spaces are needed for quiet, reflection, small group, intervention, assessment, etc. Make space available.
30. Do not forsake quality P.E. space, either indoors or outdoors.
31. Maximize indoor and outdoor environments for instruction.
32. Promote healthy foods.
33. Is there educational opportunity with food service?
34. Re-purpose old uses: Library becomes maker space, student union, reading room, etc.

35. What is the connection between home and school? They are different, but should complement each other in education and child's best interests.
36. More room and more space allows for more control of the classrooms. Flexibility allows the curriculum to be taught in multiple ways.
37. Current computer labs are inflexible and non-collaborative. Should the space be re-purposed?
38. Going from activity to activity is difficult. Space does not allow them to work independently or in small groups. With rolling desks, kids collaborate at the tables they sit at and can move to interact with others conveniently.
39. Need toilets within the classroom for all TK-3 and SDC students. These kids require personal attention.
40. The Waldorf School classroom model is clean, organized instructional walls with very little clutter.
41. Provide more outdoor classroom opportunities for learning. Playgrounds can serve a dual purpose.
42. Not enough space for hands-on activities for critical thinkers and problem solvers. Place environmental science, engineering, etc. within the same (large) space. Provide spaces for STEM/STEAM, kids swap, maker spaces, and explosions.
43. Need more space for project-based learning.
44. Limited of space is a common thread, so we should develop spaces that can change regardless of the layout. All I need is four well-designed walls.
45. Intervention is much easier in a flexible space with areas for pull-outs or groups.
46. Inquiry based education is putting the learning on the students shoulders vs. on the teachers to teach them.
47. Kids are taught differently today vs. 10 years ago by way of: devices, problem solving, and impulsiveness. Today's kids are thinking slower and deeper. We cannot do problem-based instruction based on the past standards.
48. Me/I vs. We/Us- Are we preparing kids for the workplace with project-based learning? We need to teach kids to talk academically and talk about what they are doing.
49. Teach kids to reflect on what was/is learned.
50. We have a wait to fail model. Those who are struggling need a better way to be identified early on. Intervention must follow quickly, during the same class time.

51. Chrome devices allow teachers to monitor and provide immediate feedback or intervention. This is the right use of technology.
52. Kids are prepared with their own technology. Staff development prepares the teacher. Provide technology assistance at the site level.
53. Need to get away from paper assignments and needing to touch things. There are different learning modalities and be careful not to attach to a specific model. Teachers already know what teaching looks like.
54. Maximum single class size is 32. If larger, a co-teacher is needed. Regardless, the classroom size should be flexible.
55. Kids need quiet space.
56. Occupational therapy space is needed, but physical therapy can be in shared space.
57. Maker spaces are messy.
58. Current centrally located library and MP spaces can be transformed. Library spaces are under-utilized.
59. There is a lack of connection between home and school. Offer training for parents to support their kids.

EDUCATIONAL SPECIFICATIONS COMMITTEE MEETING COMMENTS AND NOTES
Rocklin Unified School District
Community/CTEAC/REEF/Parents
December 8, 2016
1:00 p.m. – 3:00 p.m.

1. (City of Rocklin) Vocational education is important.
2. Pay attention to career path.
3. (Business owner) Applicable trades are: construction, electrician, customer service, entrepreneurship, etc. Expand career tech opportunities.
4. High performing schools are OK, but what about Special Ed?
5. Teachers need flexibility to team, meet, share, and reach out to each other classes and groups.
6. Outside curriculum: solar technologies, garden, science, etc.
7. How does increased special ed population affect special ed curriculum?
8. How are students tracked after graduation?
9. Create more outdoor learning opportunities. (What's the curriculum?)
10. Provide sufficient space for a variety of CTE.
11. How do you predict the future of curriculum? How do you predict the future of facilities? (Form follows function. Define the function first.)
12. Develop partnerships between teachers and professions.
13. Career focus leads to finding what you are interested in. Therefore, motivation to learn is created.
14. How about an academy concept?
15. Offer diverse pathways like the local community (such as?)
16. Coordinate pathways with community college.

17. Define "classroom of the future."
18. School choice is coming. How does RUSD compete?
19. Create exciting spaces to teach and learn (what?)
20. Parents and students should clearly see how education progresses. This is a partnership between school and home.
21. Capability building/skill building is critical analysis/problem solving.
22. Give kids a BIG reason to be in school.
23. Help kids be in charge of their learning.
24. RUSD students can be trailblazers and well-rounded adults.
25. Embed basics in various pathways.
26. Basics are communication, language, life skills, practical skills, etc.
27. Build sustained enthusiasm for learning (how?)
28. Teach how to build relationships through connecting, communicating, and collaborating.
29. Use the Genius Bar example for tutoring.
30. How can kids experience and be a part of more than one "tribe?"
31. Parents need to know what the school (RUSD) is doing right.
32. A regular PTA/PTO training program is needed.
33. How do you tailor education for each student?
34. Parent orientation should be a regular program and more than a one-time event. As the student progresses, so should parents in their understanding of their child's education.
35. Technology and social media are real tools. What are the downsides and positives?

36. School safety is both physical and emotional.

37. What is needed in the Rocklin USD to help education?
    - 4-year college and vocations can be expanded.
    - Trades are very important: construction, electrical, and masonry, customer service skills, and work place skills.
    - Expand the box. Learning environment is also outside the classroom.
    - Transition program is one of the best.
    - Students should have their own gardening area.
    - Trades have more opportunities.
    - Teach students the options of jobs.
    - Build the best educational system.

38. Technology may promote anti-socialization. Is there a program that will help these students as technology progresses?

39. Safety is physical and emotional. Technology and fencing (or physical features) are all part of a comprehensive safety program.

40. Develop partnerships with outside public agencies (police and fire) for comprehensive safety.

41. Include academies for trade skills and Career Technical Education.

42. A classroom might have no front, but must have clear instructional walls. Spaces can also be open.

43. Learning spaces have to be exciting and inviting. It is hard to keep and retain teachers. Give teachers the option to move around within a campus. Career and college paths teach the students the capabilities and not the teaching skills. We must help unleash student creativity and teach critical thinking and problem solving. Give the students the ability to take charge of their learning. The students of Rocklin to become great thought leaders (trail blazers).

44. Academies would help attract teachers. Teaching skills are important to the students it will help them know what they want to do as their job.

45. At Sierra College, students prefer Monday through Thursday and no Fridays from 11:00 to 2:00. Suggestion- Today's student performs better from Monday through Thursday and winds down on Friday.

46. Teach tolerance and communication.

47. Student Centers are a place to go after the bell rings. Give them options to expand their learning.

48. Students will avoid tutoring, but will go to a Genius Bar.

49. Sierra Hacker lab offers a place that is open late.

50. Cannot just have flexible spaces (student centers) at one location emphasizing haves and have-nots. It needs to at all locations.

51. Millennials are less likely than previous generations to use their degree towards a job. (The economy that had nothing to offer?) Degrees are used as portals to get interviews, and skills are taught on the job.

52. Have a collaborative night for parents to gather and talk about what is happening at the District as well talk about issue they may be having with their child. Have more parent-teacher training.

EDUCATIONAL SPECIFICATIONS COMMITTEE MEETING COMMENTS AND NOTES
Rocklin Unified School District
7-12/Tech
December 8, 2016
3:30 p.m. – 5:30 p.m.

1. (Principal) What would a graduating senior need to have? - collaboration, ability to analyze, and technology skills. What are COMMON threads (basics?)
2. (Special Ed) Need multi-kid support. Blend at-risk students; collaboration with general ed and special ed students.
3. (Counselor) Need space for groups, quiet room, privacy, and safety. Mental wellness is important for both the student and parents.
4. (Science) Information frame to sensory frame? eco systems, learning (teaching?) can happen everywhere, schools are community centers.
5. Provide Genius Bar tutoring at the learning center.
6. Provide greater technology capacity.
7. Need more common teacher meeting spaces.
8. Flexible classroom furniture is desired.
9. What is needed to design spaces for more than 35 kids?
10. (Math/Science) Provide multiple white boards all around the teaching space. Virtual reality https://www.magicleap.com/#/company , common classes near each other to share content.
11. Make staff room spacious as a student center for adults.
12. Develop partnerships with the community.
13. Culture of innovation should involve the community.
14. (Sculpture Teacher) Develop skilled craftsmen that do not lose or are not dependent to automation. Innovation precedes creativity. Mindfulness needs time for meditation (reflection)? Learning by standing or sitting. Museum space to showcase history and bring attention to school matters. (The following was provided by Lindsay Atlas, Ceramics/Sculpture I, II, III, IV, and AP, Whitney High School. There are two links for "Failure" and "Robotic Wall"):

- Teaching Innovation and "Creativity": Post-industrial society doesn't need a labor force as we have seen it in the past century. We are in the throes of automation; therefore, as educators, we must ask ourselves "What can't be outsourced? What can't be automated?" --I believe it's the ability/skills to be innovative, to create interesting, compelling and engaging products and experiences. If I'm doing a job that can likely be automated in 5 years, if I'm preparing my students for a career that will be automated in 10 years, I'm doing myself/them a disservice. Innovation/Interesting work requires a true understanding of creativity and the real work required of a "creative". Teachers must facilitate curriculum that asks 36 kids to solve a problem in 36 different ways . . . not a teacher teaching one way (read: only way) to solve a problem.
- Failing Forward/Risk Taking Gets the Reward: Effective artists/designers and educators learn through failure and reflective practice. Being uncomfortable in the process means you are learning. Google rewards biggest failures, not the most profitable invention. Link to a podcast where Google admin is interviewed about rewarding failure: Failure Is An Option
- Standing while learning/problem solving, adjustable desks, mobility. . . walking facilitates effective problem solving: Create a safe/ secure environment where students and their instructors collaborate and problem solve "on their feet"/in motion. For educators that could also include adjustable furniture, putting things on casters/wheels, although some kids love little too much, the few wheeled chairs in my classroom.
- Mental Health, specifically Mindfulness/Meditation: Currently, a huge movement for mediation and mindfulness is taking place and that includes in the educational setting. This would require a cultural shift and professional development, but can be executed without any adjustment to facilities. Facilities should be designed to foster mindfulness/meditation for both the adults and student population of our public schools. Arbitration/Mediation, as well as mediation/mindfulness, being used in public schools across the nation to help curb discipline issues, reduce stress, and resolve conflict without additional disciplinary action having to take place.
- Environmental Impact/Carbon Footprint/Drought Tolerant: Greywater reuse, solar, wind, PE could use its own kinetic energy like sustainable gyms powered by their members, composting . . . Pledge to become a carbon foot-print free district. Smarter thermostats/HVAC
- Ecosystem/Agricultural Curriculum: We have lots of land that requires water and tending by our grounds team. Like The Cannery in Davis, which is farm-to-home, why not farm-to-school, or farm-to-shelter/food bank? It doesn't need to be facilitated by a teacher, but an actual farmer who is part of our year-long staff--various subjects/teachers can have students assist/intern, engineer irrigation, robotic automations, culinary planning, our entrepreneurial class can operate the farmer's market, community members can volunteer, sale of the food can go to back into the program bank or for district staff/families in need. Outdoor learning spaces need shade in the summer as our March-June and August-October months can be blistering, hydration...Outdoor theatre spaces/ performance spaces. Concern: securing outdoor classroom "stuff" i.e. our ceramic totem poles vandalized over the summer.
- 600,000 unfulfilled skilled labor jobs, USA: Making something from nothing is akin to magic. When we put something into the world, we get excited . . . students need to be making things, not reading about others making things. Real world curriculum threads for students producing actual products and making contacts with professionals in/of our area. Bring the internship TO campus. Teaching and facilitating classes and threads like this is a lot of work, yet a lack of stipends or offerings for extra preps to assist teachers trying to start/ run businesses for their classes/out of their classes.

- Versatile spaces: Retrofit appropriate rooms w/ roll-up doors can help foster indoor/outdoor learning and some are very attractive! Retrofit power cords to drop down from ceiling if floors are inaccessible. Charging pads, rather than more outlets? . . . ability to reserve spots . . . like Levi Stadium's educational outreach classrooms and meeting rooms. Robotic Walls like this one, Future House | How to Install a Robotic Wall

- RUSD Hall of Fame/Museum: again, like Levi stadium, but beyond athletics, it celebrates our alumni and their families and innovative teachers . . . with artifacts and rotating exhibits, opportunity for student involvement in curation and presentation, VR exhibiting . . .

- Hype Videos/Promo Videos: Our broadcasting students should be creating promotional material to be used to help market our schools and their various academic and athletic programs.

- Campus Gallery: Whitney students produce remarkable work, but we have limited spaces in which work can be safely shown and but is also readily accessible to the rest of campus and public. On-campus gallery--Miramonte HS in Orinda? Could create opportunity to foster a potential Curatorial Practice course(s) for part of current or future CTE threads. Glass wall like an Apple storefront where work can be viewed any time of day, but also be secure.

- RUSD Social Media Expert: Keeping up with posting, writing, on various applications and outlets to promote the sculpture program and the students' work and accomplishments with well-composted, thoughtful images and information is time consuming and the social media platform popularity changes so quickly. We should be promoting our programs and the district like any corporation would promote themselves across all the various platforms. Who reads newsletters and mailers anymore??

- Start Now! This facility forecast conversation could/should be a lesson unfolding in our current science, health, tech, art courses...get the kids involved in producing a plan that could include a personal idea/solution for their own school district. (End- Lindsay Atlas)

15. Address transgender needs.
16. Record the classroom to share.
17. Use automation to aid attendance and administration in general: retinal and fingerprint ID.
18. Emphasize integral content. STEM or STEAM
19. Develop cross curricular lessons (how, what?)
20. Teach social interaction.
21. Need more professional development. Students may know their way around technology and devices more than some adults, but instructors should anticipate providing teaching, no matter the tools.

APPENDIX C: PROJECT "SCORING"

Tier 1 Projects		
School Site	**Project**	**Estimated Cost**
Districtwide	HVAC and Lighting Upgrades	$18,000,000
Antelope Creek	Building Replacements and Additions (Including: replace 13 portable classrooms with new modular classroom building and related site improvements)	$6,331,000
Antelope Creek	Health and Safety - Fire Alarm System Upgrades	$933,000
Breen	Building Replacements and Additions (Including: replace 12 portable classrooms with new modular classroom building and related site improvements)	$5,869,000
Breen	Health and Safety - Fire Alarm System Upgrades and Door Hardware Replacement	$1,136,000
Cobblestone	Basic Modernization - Roofing Replacement	$1,405,000
Granite Oaks	Building Replacements and Additions - New Locker/Weight Room	$3,881,000
Parker Whitney	Health and Safety - Cameras and Security	$411,000
Parker Whitney	School Enhancements - New Outdoor Learning Center	$295,000
Rocklin Elementary	Building Replacements and Additions (Including: new TK classrooms and replace 20 portable classrooms with new modular classroom building and related site improvements)	$11,198,000
Rocklin Elementary	Health and Safety - Fire Alarm System Upgrades	$449,000
Rocklin High	Building Replacements and Additions (Including: new gymnasium addition with fitness center and weight room, new performing arts building and related site work)	$59,087,000
Ruhkala	School Enhancements (Including: modern learning furniture, convert computer labs adjacent to library to makers' space and integrate with library, kitchen upgrades, new outdoor learning center, new shade structure)	$1,045,000
Sierra	Health and Safety - Fire Alarm System Upgrades	$881,000
Spring View	Health and Safety - Fire Alarm System Upgrades and Door Hardware Replacement	$2,174,000
Spring View	Basic Modernization - Roofing Replacement	$3,331,000
Sunset Ranch	Health and Safety - Cameras and Security	$435,000
Twin Oaks	Health and Safety - Fire Alarm System Upgrades and Door Hardware Replacement	$1,160,000
Twin Oaks	Building Replacements and Additions (Including: replace eight (8) portable classrooms with new modular classrooms and related site work)	$3,896,000
Valley View	Health and Safety - Door Hardware Replacement	$260,000
Victory	Health and Safety - Door Hardware Replacement	$95,000
Whitney	School Enhancements - Modern Learning Furniture	$1,877,000
		$124,149,000