A Long Range Strategic Facility Plan

Linking Education + Facilities + Community

Facilities Master Plan

JK ARCHITECTURE ENGINEERING

Master Plan | Outline

Section 1 | District Wide Executive Summary

- Approach
- Steering Committee
- Process: Steps 1 – 6

Section 2 | Strategic Plan Overlay (Kit of Parts)

- LCAP Goal 1:   Safe & Welcoming
- LCAP Goal 2:   High Quality Instruction
- LCAP Goal 3:   Achievement Gap, Cultural & Linguistic

Section 3 | School Site Executive Summaries

- American River Charter School
- Georgetown Elementary School
- Northside Elementary School
- Golden Sierra Junior Senior High School

SECTION 1:
Master Plan Approach & Executive Summary

The JK Architecture & Engineer team is excited to have had the opportunity to work in collaboration with Black Oak Mine USD and many dedicated & passionate administrators, staff, teachers, students, parents and community members in the development of this Facility Master Plan document. The success of this Facility Master Plan is a direct result of the extensive collaboration and time that the Steering Committee & Community Members have provided throughout this process.

The Facility Master Plan approach was based upon:

IMAGINE | Capturing Black Oak Mine USD's Vision & Educational Goals as defined in the Strategic Plan / Local Control Accountability Plan (LCAP).

DESIGN | Conducting campus site walks to review, assess & document each of the schools site and facility conditions across the District. The outcome of these site walks has resulted in a comprehensive "state of the state" conditions of each campus with recommendations to address and sustain the District's existing facility assets.

Concurrent with these assessments and in alignment with transforming the existing facilities to support the District's Educational Goals, recommendations have been made through a series of "Kit of Parts" to move facilities forward that are; safe, welcoming, relevant & student centered.

CREATE | The outcome of the Facilities Master Plan is truly a "living document" that the District can use for years to come. Each campus's school site master plan includes costs associated to addressing the code items *(the things we have to do),* the maintenance items *(the things we need to do)* and the transformation items *(the things we want to do). The* Black Oak Mine USD *Facilities Master Plan is both* printed as well as delivered in a series of editable, working documents that can and will be used as a planning tool moving forward. We anticipate that these living documents become the digital road map for sustaining and enhancing each campus across the District.

JK ARCHITECTURE ENGINEERING

Master Plan | Approach

IMAGINE

"Logic will get you from A to B. Imagination will take you everywhere" ~ Albert Einstein

Step 1 | Capture the Big Picture "Vision"

Step 2 | Identify Educational Goals & Needs

DESIGN

"First we shape our buildings...then they shape us" ~ Winston Churchill
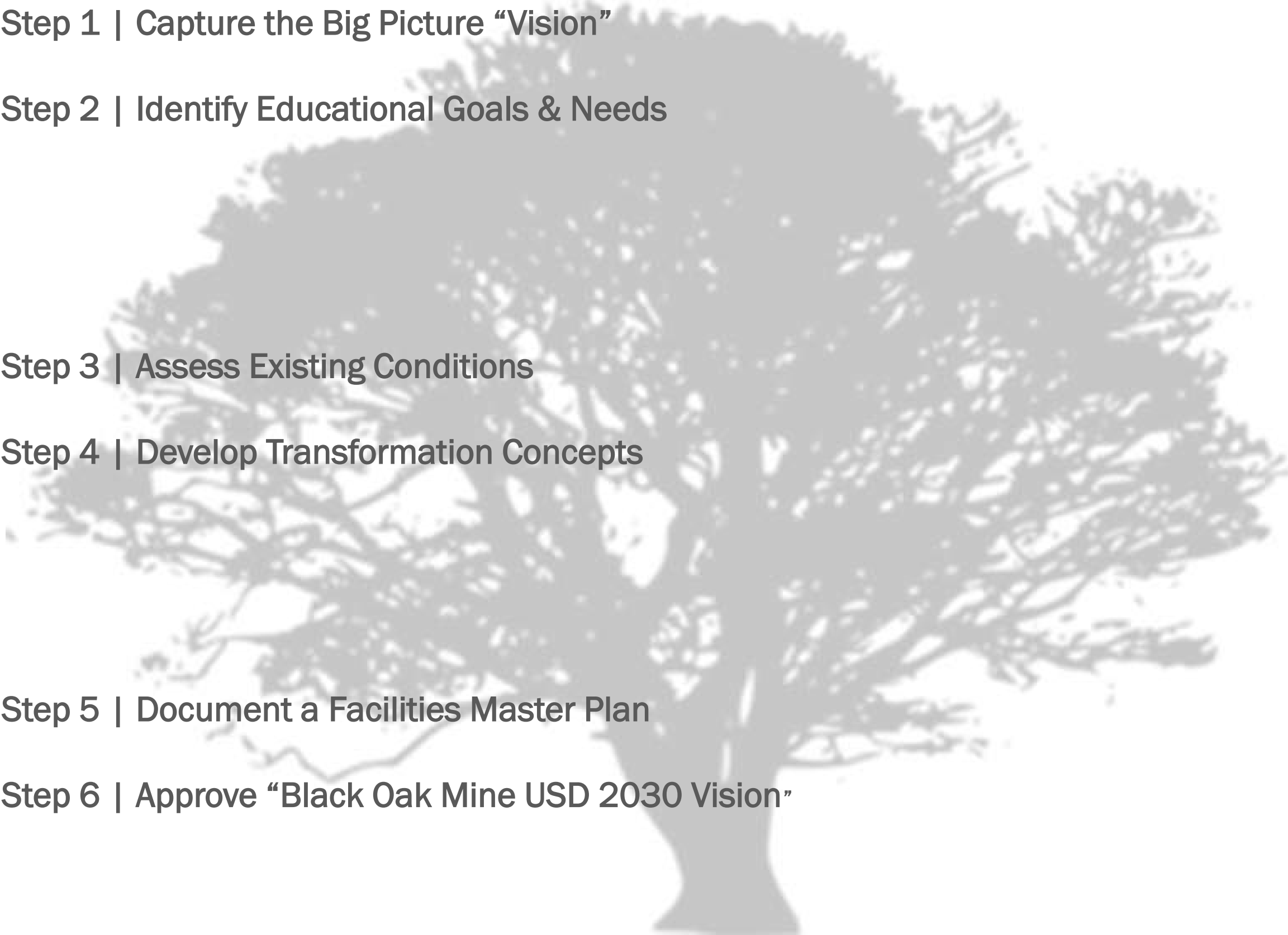
Step 3 | Assess Existing Conditions

Step 4 | Develop Transformation Concepts

CREATE

"The thing constructed can only be loved after it is constructed; but the thing created is loved before it exists" ~ Gilbert Chesterton
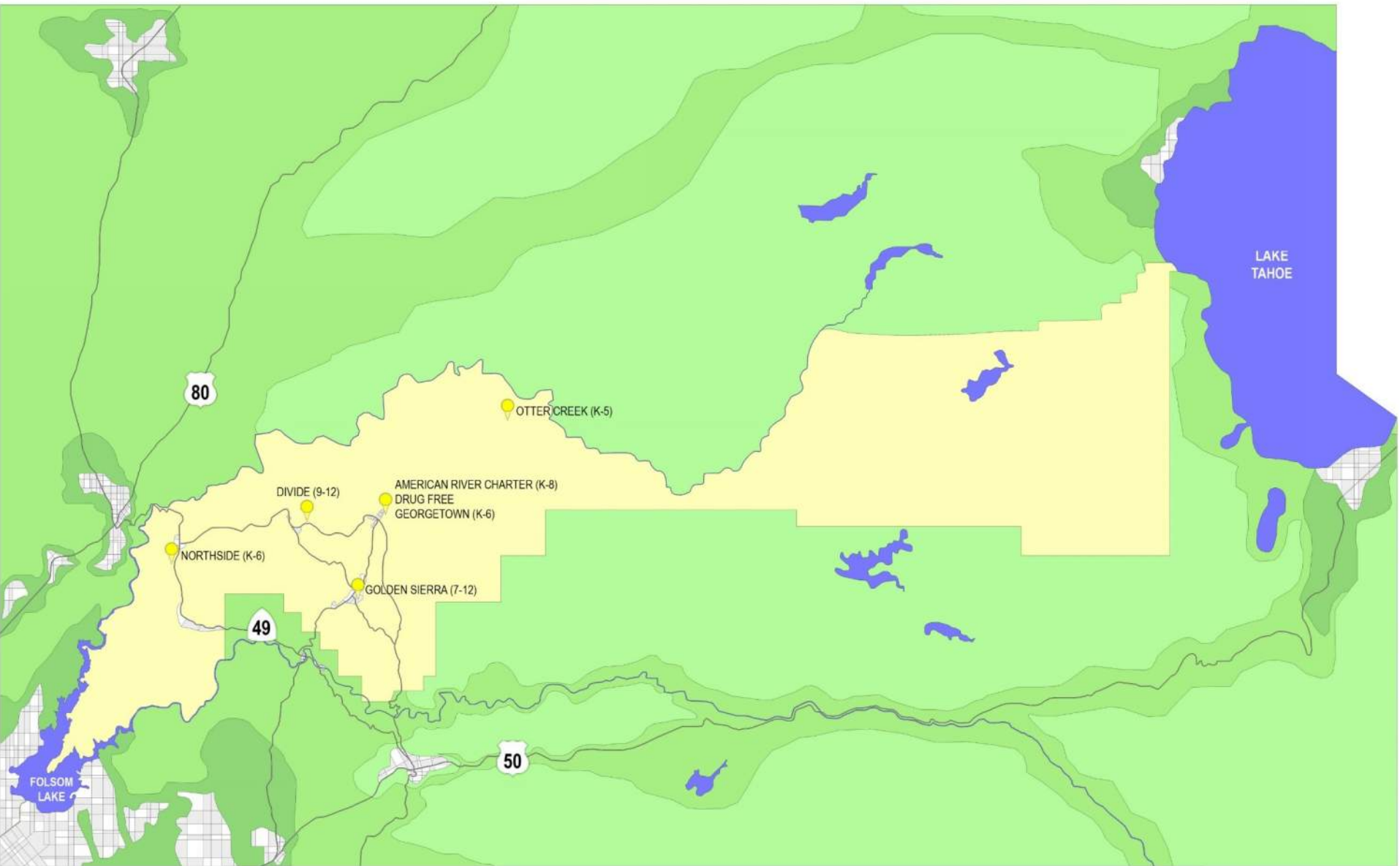
Step 5 | Document a Facilities Master Plan

Step 6 | Approve "Black Oak Mine USD 2030 Vision"

Master Plan | Steering Committee Invitees

BLACK OAK MINE UNIFIED SCHOOL DISTRICT

Jeremy Meyers – BOMUSD Superintendent
Sid Albaugh – BOMUSD CBO
Mark Koontz – FMOT Director of BOMUSD
Liz Ketelle – Community Member
Bill Jensen – Community Member / Retired Principal
Sol Nisbet – Community Member / Chamber of Commerce
Dave Gleason – ARCS Principal/Director
Mike Appleby – Teacher / Representative for Georgetown
Anne Edwards – Teacher / Representative for Northside
Jessica Anderson - Teacher / Representative at ARCS
Mischa Friegang – BOMUSD IT Technician
Liz Dowell – GDRD Community Liaison
Allicen Cooper – American River Charter Parent
Ron Morris – Golden Sierra JSHS
Wendy Westsmith – Georgetown ES Principal
Crystal Miller – GSHS & Northside Parent
Lori Parlin – El Dorado County Supervisor District 4
Jacqui Brunton – Georgetown Divide Recreational District
Kip Stewart – District Maintenance
Michelle Keene-Sasse –Transportation / CSEA President
Marian Boll-See – GSJSHS Teacher / BOMTA President
Bill Drescher – BOMUSD Board President
Darcy Knight – BOMUSD Board Vice President
John Daniels – Community Member
Elizabeth Haines – BOMUSD Communications
Mike Haines – Community Member
Mike Webb – Cal Fire Chief / Interim Georgetown Fire Chief
Brody Costin – GSJSHS Student
Alexis Flint – GSJSHS Student
Terry Hall – Community Member
Larry Highberger – Teacher/ Representative for GSJSHS
John Daniels – Georgetown Divide Ready by 2021

Master Plan | Schedule

FMP Kick-Off Meeting
Introduction + Process
January 30th @ 1:00 – 3:00 pm

Steering Committee Workshop #1
VISION + GOAL
February 12th @ 4:30 – 6:30 pm

Steering Committee Workshop #2
NEEDS
March 12th @ @ 4:30 – 6:30 pm

Board Presentation #1
VISION + GOALS + NEEDS
March 14th @ 7:00 pm

Steering Committee Workshop #3
Preliminary Concepts
April 9th @ 4:30 – 6:30 pm

Steering Committee Workshop #4
FMP Concepts
June 13th @ 3:00 PM

Board Presentation #2
FMP Concepts
June 13th @ 7:00 pm

Steering Committee Workshop #5
Draft FMP Review
August 2019

Board Presentation | Final FMP
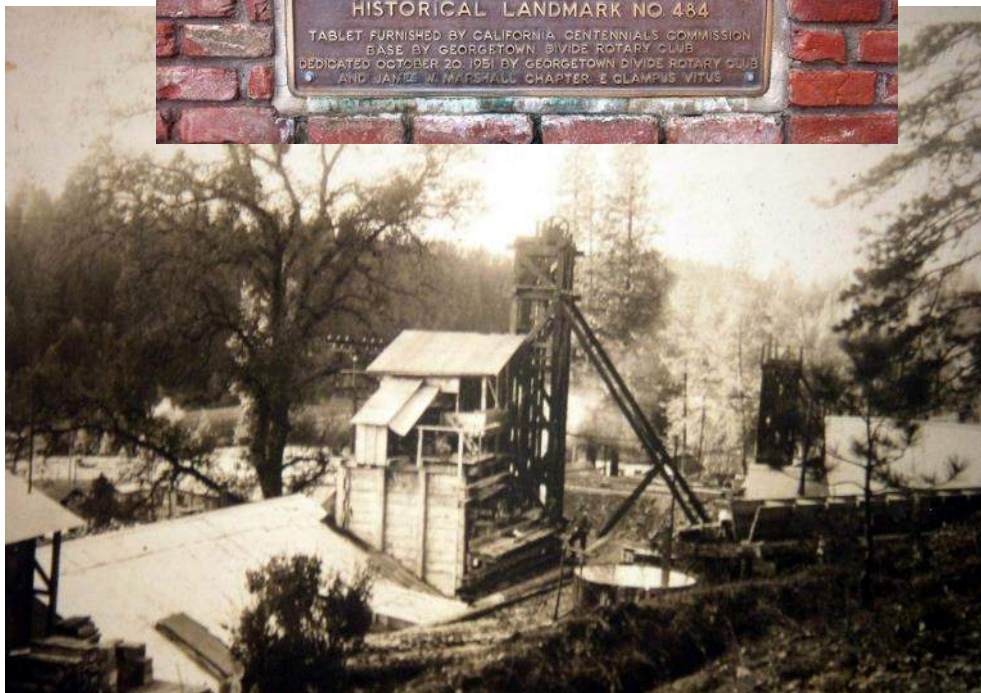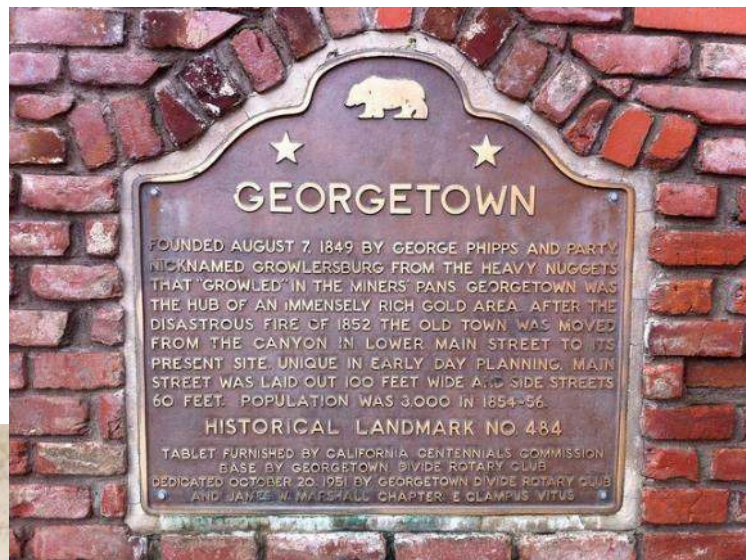September 12th @ 7:00 pm

Step 1 | Capture the Big Picture "Vision"

Black Oak Mine USD Schools as Center of Community(s)

Past:

- Gold Rush Era & Mining
  - Nickname: Growlersburg
- CA Historical Landmark #484
- Forestry & Logging

Present:

- Forestry & Logging Industry
- Recreational Opportunities
- Generational Ties
- Cradle-to-Career Thinking
- Relationship Based – Small Enrollment
- Community Partners
  - Georgetown Divide Recreation District
  - Divide Wellness Center
  - Georgetown Divide Ready by 21
  - Divide Ready by 5
  - First 5
  - Community Based Organizations in El Dorado County
  - Music on the Divide
  - Girl Scouts
- Internet Bandwidth
- The "Divide" – Branding

Future:

- Black Oak Mine & Outdoor Learning
- Garden Valley Fire Department: Fire Science & Paramedics
- Los Rios CCD, Folsom Lake College
- El Dorado County Library
- Forestry & Logging: CTE Mill Program
- Entrepreneur; "incubation"
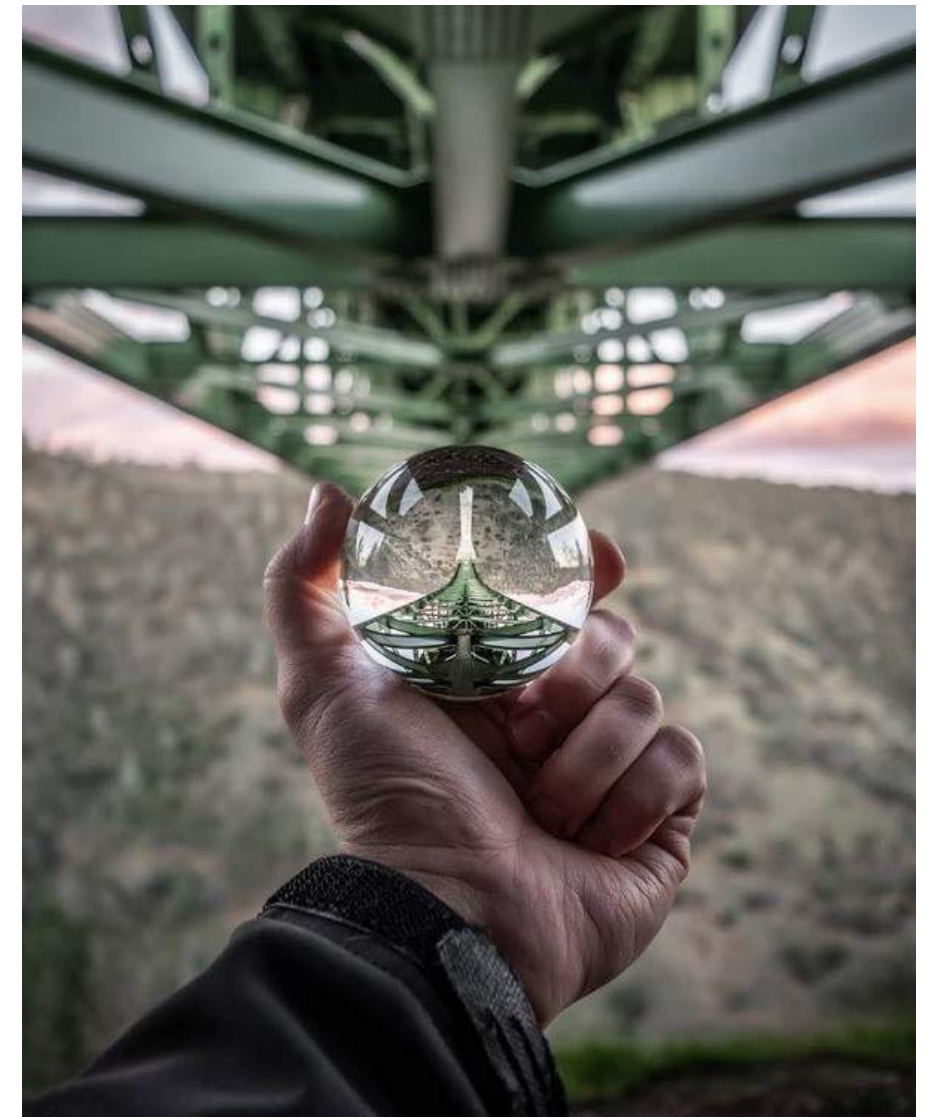
Step 2 | Identify Educational Goals & Needs

Facilities Strategies for achieving BOMUSD's Strategic Plan & Local Control Accountability Plan (LCAP) Goals

SAFE & WELCOMING

LCAP #1

Community Connection
Circulation & Parking

Administration

Student/Community Engagement Center
Multipurpose
Performing Arts
Student Union

Art & Display Space

HIGH QUALITY INSTRUCTION

LCAP #2

Flexible Furniture

Classrooms

Labs
Art, Science, Maker, Career Exploration

CTE & College
Wood and Metal/Ag Shop, Auto, Home Ec, Graphic Media Arts, Community & Business Partners Medical/Dental

ACHIEVEMENT GAP CULTURAL & LINGUISTIC

LCAP #3

Library Media Center

Small Group

Teacher Collaboration & Resource Spaces

Outdoor Spaces
Gardens, Hardcourts
Amphitheatre
Fields, Ropes, Ziplines, Trails

Black Oak Mine USD Schools as Center of Community(s)

Step 3 | Assess Existing Conditions

1. Conduct Individual school site surveys soliciting input from:
   - Administrators
   - Teachers
   - Maintenance & Grounds
   - Parents
   - Students

2. Survey school site campus with representatives of district and/or school site maintenance & grounds staff
   - Interview school site principals
   - Discuss opportunities & constraints
   - Conduct school site assessment

3. Solicited input from steering committee & community workshops.
   - Identify facility needs to support Educational LCAP Goals.

Anticipated Outcome

The expectation of this outreach is to listen & document the needs of each campus and document them into each school site's assessment. No prioritization and/or commitment has been identified.

Step 3 | Assess Existing Conditions

Sustainable Sites
- School Entry & Drop-off, Parking & Drives
- Outdoor Activity
- Campus Core

Indoor Environmental Quality
- Electrical & Lighting Systems
- Technology Systems
- Security Systems

Energy & Atmosphere
- HVAC Systems
- Specialty Systems
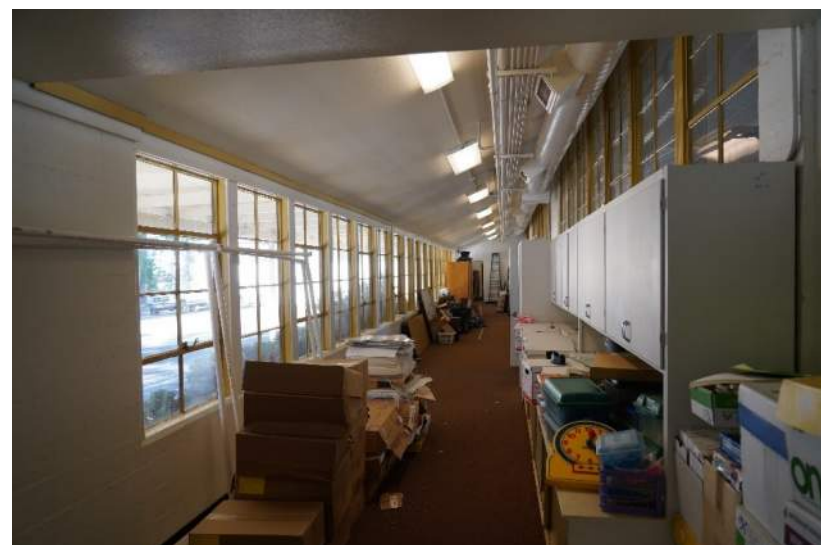- Alternative Energy Systems & Savings

Water Efficiency
- Site Utilities & Infrastructure
- Plumbing Systems
- Fire Protection Systems

Materials & Resources
- Signage & Door Hardware
- Interior Finishes
- Exterior Finish

Leadership, Education & Innovation
- 21st Century Learning
- Enhance the Educational Climate
- The Whole Child

Step 3 | Assess Existing Conditions | Example Assessment

The following is an example of the High Performance Facilities Assessment document that has been prepared in conjunction with the District's 2030 Facilities Master Plan. This document provides detailed school site assessments documenting the status of existing conditions/systems and highlighting the transformation opportunities.

The Facilities Assessment document has been organized in the Sustainable Categories of:
- Sustainable Sites (All associated disciplines)
- Water Efficiency (Plumbing systems)
- Materials & Resources (Architectural systems)
- Energy & Atmosphere (Mechanical systems)
- Indoor Environmental Quality (Electrical systems)
- Leadership, Education & Innovation

Within each sustainable category the designated areas, systems, components, etc. have been grouped by similar scopes of work. The summaries of these groupings have been used to categorize project types with are identified in the final cost summary for this school.

The assessment template provides a matrix documenting the:

1 Date Built or Last Modernized is included to allow the District and/or Consultant Team to continually review and maintain this as a "living document" as facilities improvements and/or needs come up through the life of the facility. It is expected that this document be used as a productive tool for planning & design, and maintenance & operation tasks.

2 The Repair/Replace Level records the level of repair or replacement required using a scale of 1-4.
- Level 1 New Replacement (Assumes 100% replacement)
- Level 2 Major Repair (Assumes 50-75% repair)
- Level 3 Patch & Repair (Assumes 0-50% repair)
- Level 4 No Observed need to replace, repair or patch

3 Category for site and building components are coded as:
- C – Code / Life Safety / Access (Things we *have* to do)
- MO – Maintenance / Operations (Things we *should* do)
- T – Transformational / Modernization (Things we *want* to do)

4 Life Cycle records the assumed lifespan of the noted item.

5 Anticipated Improvement records the date (if applicable) that items reach their end of life . Upgrades should be scheduled for that date. In some cases, items are not given a life cycle and therefore improvement date cannot be anticipated.

6 FMP Year records the year that this Facilities Master Plan recommends improvements actually taking place. In most cases this year will either match the Anticipated Improvement Year, or (if that year has already passed) will be scheduled for 2020 or the soonest opportunity for State modernization funding (25 years after original construction or last modernization).

BOMUSD School District | Georgetown Elementary School
Facility Needs Assessment

ADMIN - BLDG J

Repair / Replace Level: 1-New Replacement, 2-Major Repair, 3-Patch & Repair, 4-No observed need to replace, repair or patch
Category: C-Code, MO-Maintenance / Operations, T-Transformation

Scope | System	Year Built or Last Modernized	Repair / Replace	Category	Life Cycle	Anticipated Improvement	
MATERIALS & RESOURCES						
A. Exterior Finishes						
1 Roof Improvements	2005	2	MO	20	2025 / FMP Year / 2025	Roof is approching end of life. Minor roof leaks have been reported
2 Wall Surfaces Improvements	2005	2	MO	10	2015 / FMP Year / 2020	Repair & paint walls every 10 years. Looks good, desire to repaint.

Step 4 | Develop Transformation Concepts | "Kit of Parts"

The JK Architecture Engineering team worked collaboratively with the district's steering committee through a series of committee workshops. The primary emphasis within this process was to understand Black Oak Mine USD's educational goals and desired learning outcomes for its student. If "form follows function", then in educational design "form follows curriculum." The collective engagement of the district and community participants focused on understanding how Black Oak Mine USD's facilities can be modernized, transformed or created to support these educational goals.

The primary foundation for the education visioning focused on the district's **Strategic Plan/Local Control Accountability Plan (LCAP) goals**:

Goal 1: *Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.*

Goal 2: *Provide high quality classroom instruction and curriculum with an access to a broad course of study promoting school college and career readiness.*

Goal 3: *Reduce the achievement gap by ensuring that all systems are culturally, linguistically, and equitably responsive to the needs of our students.*

Through these collaborative processes the team reviewed local, regional and national trends to visualize how facilities could support Black Oak Mine USD's educational goals. We utilized these best practices to establish a "Kit of Parts". Once finalized, the Kit of Parts document was distributed to each school site. Steering committee representatives and school site principals compiled recommendations on how to support each campus' specific goals. The outcome of these responses became the foundational overlay for aligning each campus' educational goals amongst the district goals.

The following pages include a copy of the "Kit of Parts" package that are used to solicit specific school site feedback. The responses received is included within each of the school site master plan documents, as well as the Innovation and Education category for transformational costs.
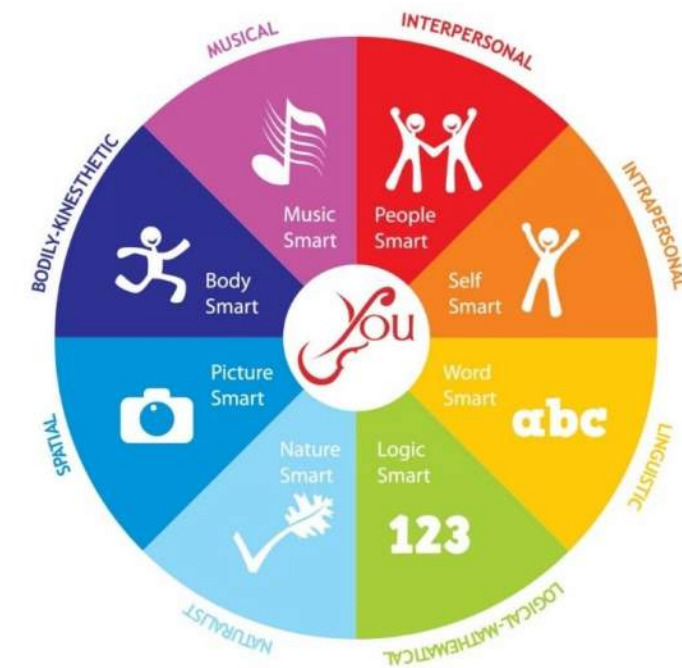
Howard Garner's
Theory of Multiple Intelligences
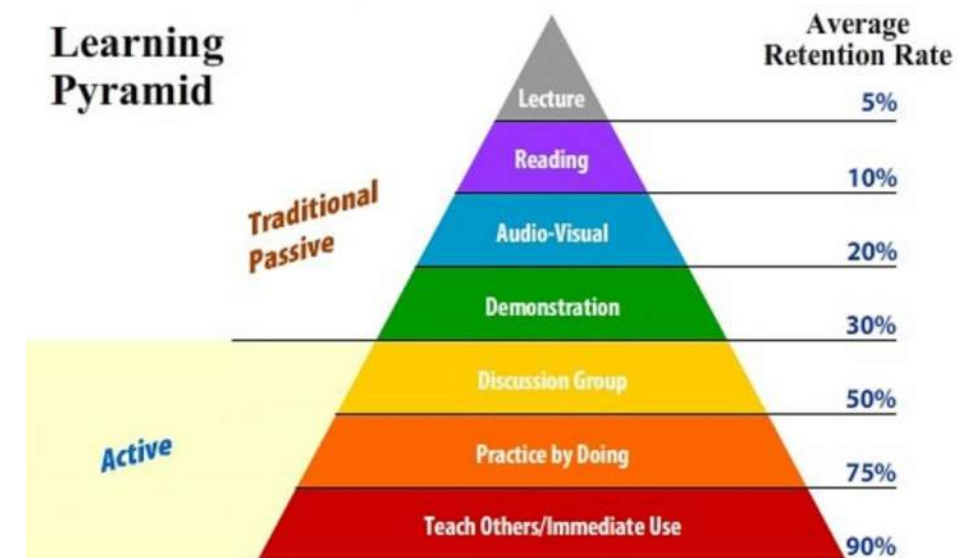
National Training Laboratories

Step 5 | Document the FMP | Example Campus Summary

The following is an example of the High Performance Facilities Assessment Project Cost Summary that illustrates the estimated total project costs for each of the Sustainable Categories.

Each of the project scopes have a sub-classification of costs based upon the categories of:
- Code & Life Safety
- Maintenance & Operations
- Transformation / Modernization

The total Project Costs for the categories are as follows:

1 Code = Labeled $ Value

2 Maintenance & Operations Costs = Labeled $ Value

3 Transformation / Modernization = Labeled $ Value required to achieve modernization/ transformation scope

4 Subtotals = the combination of all categories as labeled to achieve the Sustainable Scope, based upon 2019 construction dollars.

5 Note: The Transformation costs for the Innovation & Education Section identifies the additional costs above the assessment items carried above to transform the facilities to align with the Educational Goals; therefore, these costs cannot be taken individually. All Transformation costs within the Innovation & Education section have been established based upon the limit for the 50% replacement value that would trigger structural evaluation and potential upgrades.

BOMUSD School District | Georgetown Elementary School
Facility Needs Assessment

TOTAL PROJECT COST DETAIL SUMMARY | BOMUSD 2030

	REPAIR & REPLACE		TRANSFORM	
	Code	M&O	FMP 2027	Subtotals (2020 Costs)
SUSTAINABLE SITES (SS)				
A. School Entry/ Parking	$0	$0	$0	$0
B. Campus Core	$120,657	$62,409	$0	$183,066
C. Fields & Outdoor Activity	$3,536	$110,256	$0	$113,792
D. Campus Infrastructure	$0	$0	$0	$0
SS Total	$124,193	$172,664	$0	$296,858
WATER EFFICIENCY (WE)				
A. School Entry/ Parking	$0	$0	$0	$0
B. Campus Core	$0	$0	$0	$0
C. Fields & Outdoor Activity	$0	$20,803	$0	$20,803
D. Indoor Systems	$2,376,526	$44,144	$0	$2,420,670
WE Total	$2,376,526	$64,947	$0	$2,441,473
MATERIALS & RESOURCES (MR)				
A. Exterior Finishes	$0	$1,048,024	$0	$1,048,024
B. Interior Finishes	$63,923	$1,008,498	$0	$1,072,421
MR Total	$63,923	$2,056,522	$0	$2,120,445
ENERGY & ATMOSPHERE (EA)				
A. Campus Infrastructure	$0	$154,358	$0	$154,358
B. Mechanical Systems	$0	$1,400,298	$0	$1,400,298
C. Alternative Energy	$0	$0	$0	$0
EA Total	$0	$1,554,655	$0	$1,554,655
INDOOR ENVIRONMENTAL QUALITY (IEQ)				
A. Campus Infrastructure	$0	$1,360,869	$0	$1,360,869
B. Electrical Systems	$0	$0	$0	$0
C. Technology Systems	$0	$0	$0	$0
IEQ Total	$0	$1,360,869	$0	$1,360,869
INNOVATION & EDUCATION (IE): Black Oak Mine USD 2030 VISION				
A. LCAP Goal #1	$0	$0	$15,654,201	$15,654,201
B. LCAP Goal #2	$0	$0	$13,572,972	$13,572,972
C. LCAP Goal #3	$0	$0	$4,143,943	$4,143,943
IE Total	$0	$0	$33,371,116	$33,371,116
Total per Category	$2,564,643	$5,209,657	$33,371,116	

Cost Summary: Page 1 of 1

Step 5 | Document the FMP

Organized by Campus Area (Site & Buildings)

Cost Subtotals

Systems / Finishes

LCAP Kit of Parts Overlay

TOTAL PROJECT COST DETAIL SUMMARY | BOMUSD 2030													
	Site			Admin-Library-Cafeteria A B C			Classrooms 1-4, 6-8			Toilet RM			Totals
	Code	M/O	T	Code	M/O	T	Code	M/O	T	Code	M/O	T	Subtotals
SUSTAINABLE SITES (SS)													
A. School Entry/ Parking	$0	$77,595	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$77,595
B. Campus Core	$306,635	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$306,635
C. Fields & Outdoor Activity	$0	$87,705	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$87,705
D. Campus Infrastructure	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
SS Total	$306,635	$165,300	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$471,935
WATER EFFICIENCY (WE)													
A. School Entry/ Parking	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
B. Campus Core	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
C. Fields & Outdoor Activity	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
D. Indoor Systems	$0	$0	$0	$86,287	$21,427	$0	$79,571	$0	$0	$0	$0	$0	$187,284
WE Total	$0	$0	$0	$86,287	$21,427	$0	$79,571	$0	$0	$0	$0	$0	$187,284
MATERIALS & RESOURCES (MR)													
A. Exterior Finishes	$0	$0	$0	$0	$12,027	$0	$0	$31,928	$0	$0	$222,175	$0	$266,131
B. Interior Finishes	$0	$0	$0	$0	$358,447	$0	$0	$614,810	$0	$0	$0	$0	$973,257
MR Total	$0	$0	$0	$0	$370,475	$0	$0	$646,738	$0	$0	$222,175	$0	$1,239,388
ENERGY & ATMOSPHERE (EA)													
A. Campus Infrastructure	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
B. Mechanical Systems	$0	$119,190	$0	$0	$63,688	$0	$0	$207,696	$0	$0	$0	$0	$390,575
C. Alternative Energy	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
EA Total	$0	$119,190	$0	$0	$63,688	$0	$0	$207,696	$0	$0	$0	$0	$390,575
INDOOR ENVIRONMENTAL QUALITY (IEQ)													
A. Campus Infrastructure	$0	$479,504	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$479,504
B. Electrical Systems	$0	$0	$0	$0	$35,927	$0	$0	$69,898	$0	$0	$0	$0	$105,824
C. Technology Systems	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
IEQ Total	$0	$479,504	$0	$0	$35,927	$0	$0	$69,898	$0	$0	$0	$0	$585,329
INNOVATION & EDUCATION (IE)													
A. LCAP G#1: Ensure Safe, Inclusive Climate	$0	$0	$11,775,539	$0	$0	$230,912	$0	$0	$0	$0	$0	$0	$12,006,451
B. LCAP G#2: Provide High Quality Curriculum	$0	$0	$1,135,320	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,135,320
C. LCAP G#3: Reduce the Achievement Gap	$0	$0	$885,164	$0	$0	$0	$0	$0	$0	$0	$0	$0	$885,164
IE Total	$0	$0	$13,796,023	$0	$0	$230,912	$0	$0	$0	$0	$0	$0	$14,026,935

	Site			Admin-Library-Cafeteria A B C			Classrooms 1-4, 6-8			Toilet RM			Totals
	Code	M/O	T	Code	M/O	T	Code	M/O	T	Code	M/O	T	Totals
Total From Above	$306,635	$763,995	$13,796,023	$86,287	$491,517	$230,912	$79,571	$924,332	$0	$0	$222,175	$0	$16,901,447
2020	$ 306,635	$ 763,995	$ 13,796,023	$ 86,287	$ 479,489	$ 230,912	$ 79,571	$ 924,332	$ -	$ -	$ 222,175	$ -	$16,889,419
2021	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$0
2022	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$0
2023	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$0
2024	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$0
2025	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$0
2026	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$0
2027	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$0
2028	$ -	$ -	$ -	$ -	$ 12,027	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$12,027
2029	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$0
2030	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$0
	$ 306,635	$ 763,995	$ 13,796,023	$ 86,287	$ 491,517	$ 230,912	$ 79,571	$ 924,332	$ -	$ -	$ 222,175	$ -	$16,901,447

Implementation: Escalated costs based on scheduled year of completion

FMP 2030 Items; What we want to do

Maintenance Items; What we should do

Code Items; What we have to do

Total Campus Vision

Step 5 | Document the FMP | District Summary

Systems/Finishes

LCAP – Kit of Parts Overlay

Black Oak Mine Unified School District Cost Summary					
	A.R.C.S	**Georgetown ES**	**Norhtside ES**	**Golden Sierra JH&HS**	**TOTAL**
Code	$472,493	$2,564,643	$2,150,640	$688,718	$5,876,494
M&O	$2,399,103	$5,209,657	$5,243,996	$9,535,305	$22,388,061
Cost Summary Total	$2,871,596	$7,774,300	$7,394,636	$10,224,023	**$28,264,555**
INNOVATION & EDUCATION (IE): BOMUSD 2030 Vision					
LCAP Goal 1: Ensure safe, welcoming, and inclusive climates				Goal Total	$47,247,048
1.1 Community connection – circulation & parking	$1,114,040	$2,340,329	$2,651,333	$4,951,954	$11,057,656
1.2 Administration	$230,912	n/a	$1,319,946	$3,089,234	$4,640,092
1.3 Student & Community engagement center	$10,661,499	$13,313,872	$651,756	$6,922,173	$31,549,300
1.4 Art & Display space	--------------------------------included above--------------------------------				
LCAP Goal 2: Provide high-quality classroom instruction and curriculum with an access to a broad course of study				Goal Total	$56,158,640
2.1 Flexible furniture	$319,845	$819,115	$741,104	$1,076,551	$2,956,615
2.2 Classroom sizes / configurations	n/a	$12,226,295	$14,086,701	$21,947,086	$48,260,082
2.3 Exploratory pathways / labs	$815,475	$527,562	$2,142,701	$1,456,205	$4,941,943
2.4 CTE, industry, community labs	--------------------------------included above--------------------------------				
LCAP Goal 3: Ensure all systems are culturally, linguistically, and equitably responsive to students' needs				Goal Total	$12,954,803
3.1 Library media center	$790,511	$3,037,227	$1,776,726	$2,184,307	$7,788,771
3.2 Small group spaces	$20,803	------------------included above ---------------------			$20,803
3.3 Teacher collaboration space / resource spaces	n/a	n/a	$1,090,229	$717,701	$1,807,930
3.4 Outdoor spaces / fields	$73,850	$1,106,716	$967,336	$1,189,397	$3,337,299

Step 6 | Approve BOMUSD's Vision for 2030

- Individualized School Site Master Plans
- Future Facilities Needs & Elective Upgrades
- Funding & Implementation Strategies
- Digital "Living Document" Master Plan

American River Charter School

American River Charter School provides a rigorous, challenging, and adventurous education. Varied programs, which are responsive to student and family needs, will be interesting and complex. Satisfying, high-quality student performance will be the result of powerful, consistent, teacher-collaborated instruction and diligent, persistent student-effort. The atmosphere will be joyful, trusting, and respectful. Students will become skillful, curious, life-long learners, creative problem solvers, caring, involved community participants, and global citizens.

Narrative Summary

American River Charter School occupies the northern portion of the Georgetown Elementary School / District office 42-acre Campus. This location provides ample opportunities for outdoor learning as a Nature Center comprises a majority of the site. Approximately 202 students are enrolled, 122 students are in the site-based TK - 8th grade while the remainder are in the TK-12 Home School program. The school was previously known as Creekside Elementary. When the Charter School was founded it embraced an interdisciplinary project-based curriculum.
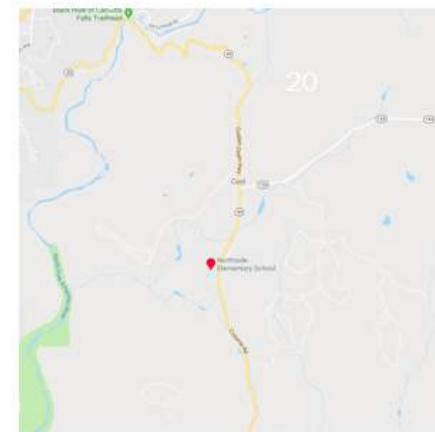
Parent access to the school site is directly off of Wentworth Springs Road. The busses on the other hand pick up and drop off on the opposite side of the campus. Entering the site during peak hours causes vehicle congestion on Wentworth. A dedicated turn lane would resolve this issue. Vehicles exit to Fain Lane and we are unaware of any complications. The campus has minimal parking, there was no request for increased parking. There is no shelter and or dedicated lighting at the bus drop off. Its location is not visible from the campus core. There is not an accessible path of travel from the Bus Dropoff to the campus. The accessible path from the main parking lot requires improvements.

The campus site slopes down towards the playing fields. This siting presents challenges with providing accessible routes throughout the campus. There is a series of ramps in the Academic village which appear to have general compliance, but the ramps leading into the portables are not in compliance and need replacement. The campus toilet room is not on an accessible route. There is a single accessible toilet room within the Library building. This is an insufficient quantity of accessible toilet rooms and additional toilet rooms should be provided. No ADA compliant drinking fountains were observed on site. Door thresholds and door hardware need to be evaluated in a case by case basis. Although there are numerous opportunities on site for outdoor gathering and teaching there are a lack of shelters to provide comfort and to encourage student congregation. The playing fields have flooding issues and require engineered drainage. The play ground and play fields are not connected to the campus by an accessible path. The Kinder play areas do not have soft surfaces and the play equipment is old and needs replacement.

The campus does not have an IP based alarm and or PA. Prop 39 monies have been utilized to upgrade the majority of HVAC units and smart thermostats were added. An updated IT backbone for the campus should be provided.

The campus is comprised entirely of portable buildings. These buildings are approximately 35 years old, 15 years past their expected lifespan. The majority of the portables are on permanent foundations. The Administration building received a recent interior refurbishment of finishes. The remaining portables although have been maintained show signs of wear and tear. The current MP room, a portable, is not sufficient in size for campus activities and performances. A larger space conducive to supporting these programs is desired. Storage space on campus is impacted and requires expansion.

Furniture in all facilities show significant wear and tear and the campus would benefit from a furniture and fixture updates, the addition of flexible furniture will enhance project-based and small group learning. Student achievement and 21st century learning are being supported by the campus's IT upgrades of both student terminals and classroom multi-media teaching stations.

Step 6 | Approve BOMUSD's Vision for 2030

Black Oak Mine Unified School District Summary

Code & MO:	$21,198,416 – $ 28,264,555
Things we have to & need to do	
Transformation:	
Things we want to do	
Strategic Plan / LCAP Goal 1: Ensure Safe, Inclusive Climate	$47,247,048
Strategic Plan / LCAP Goal 2: Provide High Quality Curriculum	$56,158,640
Strategic Plan / LCAP Goal 3: Reduce the Achievement Gap	$12,954,803

TINKER NIGHT! Hands-on activities.
Georgetown School of Innovation (NTN)

Northside STEAM School

WES Watershed Education Summit: every year with other high schools...real, practical science!
Golden Sierra Learning with Purpose

One room School House Tk thru 5th. Annual musical, full class production
Otter Creek Elementary School

Lion King Production
American River Charter
"Soaring to New Heights Together"

Ceramics class
Divide High School

SECTION 2:
Strategic Plan Overlay | "Kit of Parts"

The JK Architecture & Engineer team worked collaboratively with the District's Steering Committee through a series of committee and community workshops. The primary emphasis within this process was to understand the educational goals that Black Oak Mine USD has and the learning outcomes desired for each and every student. If "form follows function" then in educational design "form follows curriculum." The collective engagement of the District & Community participants focused on understanding how the Black Oak Mine USD facilities can be modernized, transformed or created to support these educational goals.

The primary foundation for the education visioning focused on the District's Strategic Plan / Local Control Accountability Plan (LCAP) goals. These goals are as follows:

> *Goal 1: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.*

> *Goal 2: Provide high quality classroom instruction and curriculum with an access to a broad course of study promoting school college and career readiness.*

> *Goal 3: Reduce the achievement gap by ensuring that all systems are culturally, linguistically and equitably responsive to the needs of our students.*

Through these collaborative processes the team reviewed local, regional & national trends to see how facilities could support Black Oak Mine USD's educational goals. The Steering Committee utilized these best practices to establish a "Kit of Parts". Once this was established the Kit of Parts document was distributed to each school site through the steering committee representatives and with the school site principals they compiled recommendations for how to best support each campuses specific goals. The outcome from these responses became the foundational overlay for aligning each campuses educational goals, amongst the District goals.

The following pages include a copy of the "Kit of Parts" package that was used to solicit specific school site feedback.

STRATEGIC PLAN/LCAP GOAL #1

"Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn."

1.1 COMMUNITY CONNECTION – CIRCULATION & PARKING

There are opportunities for vehicular & pedestrian areas of improvement on each campus. This may include addressing ADA accessibility compliance, safe routes to school, segregated vehicle & bus areas, parking, fire lane access, etc. We recommend that when improvements are made to each campus that these areas be addressed as well. We have proposed a possible solution to guide future consideration of these issues, but an in-depth assessment is required at each site to determine a complete and adequate solution. Please see the attached exhibit for your review & comments.

☐ Ingress/Egress is a high priority at our campus and needs to be addressed as soon as possible.

☐ Ingress/Egress is a moderate priority at our campus and we will address it as we modernize our campus in the future.

☐ Ingress/Egress is a low priority at our campus. We have trained our population and it is relatively safe.

☐ A change in signage and/or fencing/gates will solve many of our problems.

☐ Other:_____

1.2 ADMINISTRATION

Good planning on our educational campuses and best practices for school site safety is to position the Administration area in a location that has good visual oversight of the pickup / drop off areas and provide direct access from the visitor parking area without having to enter the campus. Does your campus Administration area fulfill these practices and/or what areas of improvement are needed?

☐ Our Administration area fulfills these best practices.

☐ Our Administration area is in need of the following improvements:

  ☐ Location is good, but need more exterior windows for improved line of sight.

☐ Our Administration area needs to be relocated.

☐ Other:_____

1.3 STUDENT & COMMUNITY ENGAGEMENT CENTER
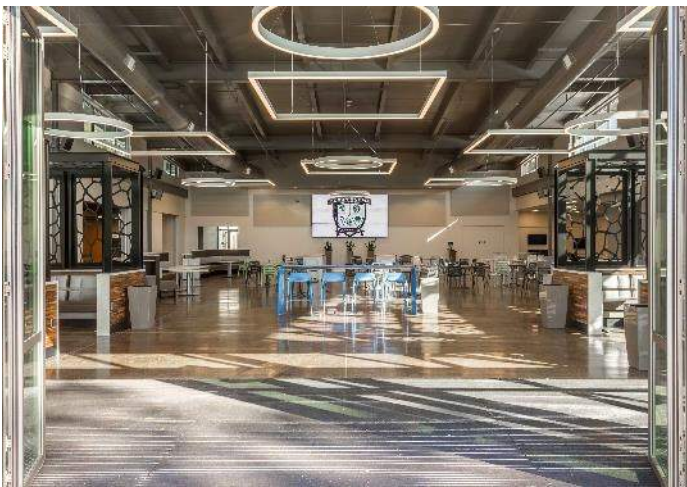
Presentation and gathering spaces are essential for sharing the school's culture with the community. This can be done with formal presentation space, like a theater or by hosting events in a Multipurpose Room or Gym. What needs does your campus have for indoor student & community engagement activities?

☐ We use our existing _____ space(s) for our large gatherings.

    ☐ This existing space fulfills our needs.

    ☐ This existing space does not support our needs.

    ☐ We have the following needs within this space:

    _____

    _____

☐ We need more gathering spaces on our campus

    ☐ We wish for the following: (Multipurpose, Cyber Café, Commons, Student Union, Theatre)

    _____

    _____

☐ Other:_____

1.4 ART & DISPLAY SPACE

Art & Display is a great opportunity to celebrate the history and culture within a school. This expression allows for students to feel connected to their physical environment as well as a sense of pride and ownership.

☐ We have sufficient display space on our campus.

☐ We need more display spaces for showing student work to the campus and greater community.

☐ Other:_____

STRATEGIC PLAN/LCAP GOAL #2

Provide high quality classroom instruction and curriculum with an access to a broad course of study promoting school college and career readiness.

2.1 FLEXIBLE FURNITURE

Incorporate flexible furniture throughout my campus. This may include classrooms and labs, the library, cafeteria or multipurpose room, transition areas outside of classrooms, offices, teacher workrooms, and pull-out classrooms.

Flexible furniture should allow students to choose a seat based on their personal needs and activity, should be easily reconfigured for small groups, large groups, or individual work. Tables and seating need to accommodate multiple learning media, including technology and charging needs. A variety of soft seating and "hard" or focused seating should be available.

☐ Yes, we need flexible furniture at our campus.

    ☐ We should consider full replacement of furniture for equity throughout campus.

    ☐ We should consider phasing replacement of furniture to test the best options.

☐ No, our campus culture/curriculum does not call for flexible furniture.

Specific quantity, type, color, and layout of furniture is beyond the scope of this master plan and requires further discussion per site. Your feedback will help us project cost to the district and correctly prioritize this solution.

2.2 CLASSROOM *(Sizes & Configurations & Portable to Permanent Replacement)*
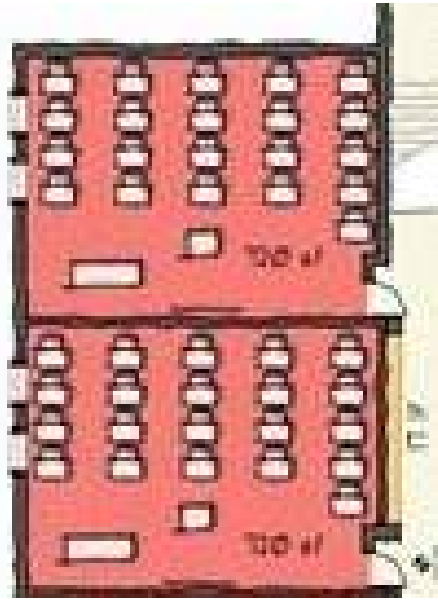
Concept 1:
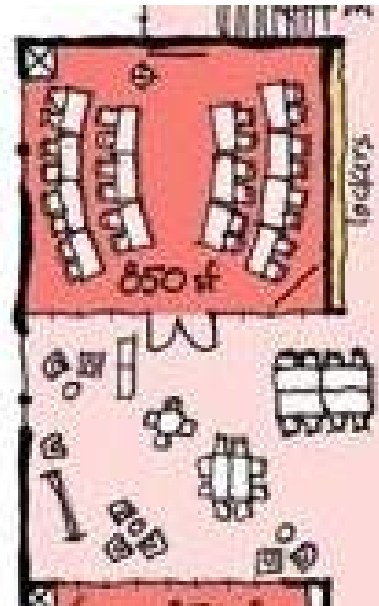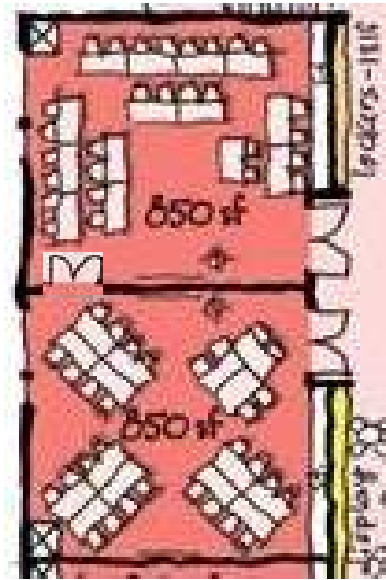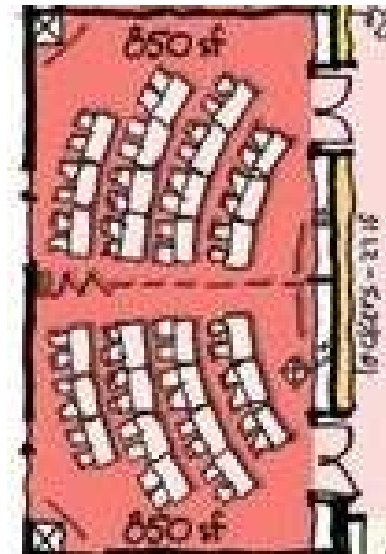Typical Classroom

Concept 2: Studio Concept

Concept 3: Flexibility w/ Connectivity:

Concept 4: Team Taught

To support high quality classroom instruction that is student focused, relevant to curriculum needs, flexible and collaborative it is important to consider classroom sizes and configuration.

Concept 1: Typical Classroom. Support a traditional single teacher/class of students.

Concept 2: Studio Concept. Creates an opportunity for a shared Studio Space between or adjacent a set of classrooms. This Studio Space could be used for shared projects, small group activities or independent learning through the oversight of the adjacent classroom instructor.

Concept 3: Flexibility with Connectivity. Incorporates a door/window opening to foster the collaboration between classrooms.

Concept 4: Team Taught. Incorporates a folding partition (like the example on the bottom left) that allows for both traditional and collaborative 2 instructors and 2 classroom of students.

Doors closed provide extra whiteboard surfaces and a traditional classroom setting.
Doors open allow for interdisciplinary team-teaching and large group activities.

☐ Our current classroom sizes & configurations meet our educational needs.

☐ We see value in creating some classrooms that support these configurations.
    We see value in creating some classrooms that support these configurations.

> We see the following quantity of classroom configurations per grade level or per campus (circle one)
>
> Concept 1: Typical Classrooms_____
>
> Concept 2: Studio Concept_____
>
> Concept 3: Flexibility with Connectivity _____
>
> Concept 4: Team Taught _____

☒ Portable to Permanent Classroom Replacement; Scope Recommended

2.3 ELEMENTARY SCHOOL (INTRODUCTORY) LABS

Art & Science Lab

An Art & Science Lab is separate from individual classrooms and delivers specific curriculum. It will have durable work surfaces, sinks, and materials necessary for projects.

☐ No, we do not need an Art / Science Lab at our campus.

☐ We currently use the following space(s) for Art / Science:
_____

☐ We have a lab but it needs the following improvements:
_____

☐ Yes, we need a lab for Art, Science. Dedicated or Shared Spaces (circle one)

Music/Fine Arts/Performance Lab

A Music/Fine Arts/Performance is a space dedicated to these disciplines outside of the normal classroom setting. It may include a stage or performance space, and material storage, tiered seating for band/choir, etc.

☐ No, we do not need a Music/Fine Arts/Performance lab at our campus.

☐ We currently use the following space(s) for Music/Fine Arts/Performance:
_____

☐ We have a lab but it needs the following improvements:
_____

☐ Yes, we need a lab for Music/Fine Arts/Performance Lab.

"Messy" Project Lab/Maker Space

A "Messy" Project Lab/Maker Space is an interdisciplinary zone that may include tools/workshop space, technology, collaborative brainstorming space, sinks and supplies for creating. These spaces usually have an indoor-outdoor connection to inspire students and allow for overflow workspace. Curriculum that could be delivered in this type of lab could include Science, Technology, Engineering, Art, and Math.

☐ No, we do not need a messy project lab/maker space at our campus.

☐ We currently use the following space(s)_____

☐ We have a Project Lab but it needs the following improvements:
_____

☐ Yes, we need a messy project lab/maker space.

eading & Technology Lab

A reading & technology lab is a space where students can improve and enjoy reading, researching, and improving technological proficiency. Flexible furniture, soft seating, technology materials, technology/reading support and traditional books are key to these spaces. This lab would be large enough to accommodate a full class of students or small groups/individuals as needed.

☐ No, we do not need a reading & technology lab at our campus

    ☐ We currently use Room _____ and plan to keep it

    ☐ Our campus culture/curriculum does not call for a reading & technology lab.

☐ Yes, we need a reading/technology lab

    ☐ Transform our library into something like this

    ☐ Our library is not adequate for both of these functions and needs expanded; or, we need a new room to create this space.

Fitness Lab

A fitness lab is a place where students can learn to be physically healthy. It needs plenty of open space for students to be active as well as equipment for sports/activities.

☐ No, we do not need a fitness lab at our campus:

    ☐ We currently use our multipurpose/outdoor spaces for fitness and this space is adequate.

    ☐ These spaces are not adequate and need the following improvements:

    _____

    _____

☐ Yes, we need a fitness lab.

    ☐ The fitness lab should be designed to support the following functions and can be shared with:

    _____

    _____

KIT OF PART CONCEPTS

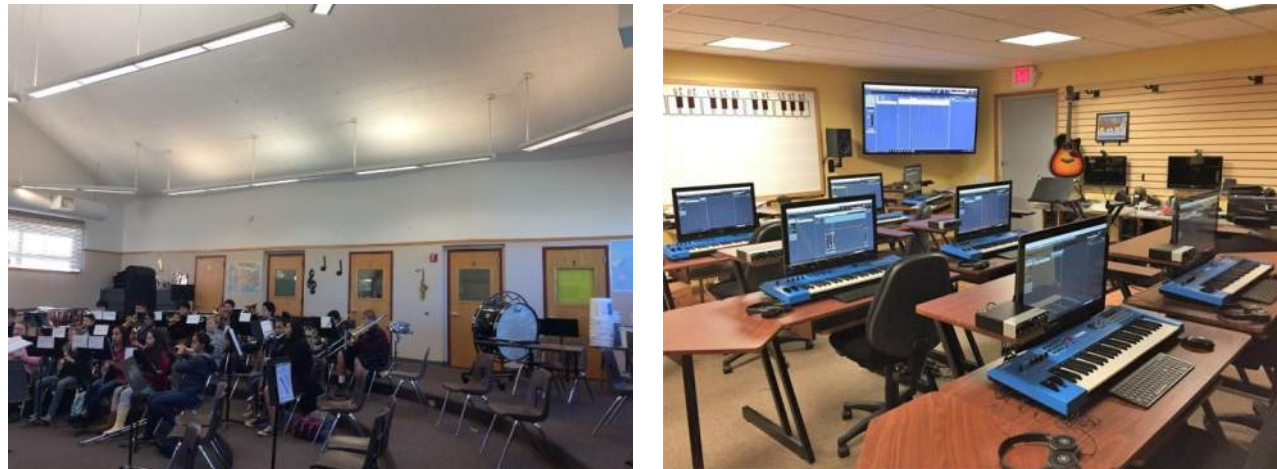# 2.3 JUNIOR/SENIOR (EXPLORATORY/PATHWAYS) LABS

Art & Science Lab

Art & Science Labs are separate from individual classrooms. It will have durable work surfaces, sinks, and materials necessary for projects.

☐ No, we do not need an Art / Science Lab at our campus.

☐ We currently use the following space(s) for Art / Science:
_____

☐ We have a lab but it needs the following improvements:
_____

☐ Yes, we need a lab for Art, Science. Dedicated or Shared Spaces (circle one)

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☐ No, we do not need a Music/Fine Arts/Performance lab at our campus.

☐ We currently use the following space(s) for Music/Fine Arts/Performance:
_____

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☐ No, we do not need a messy project lab/maker space at our campus.

☐ We currently use the following space(s)_____

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_____

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☐ No, we do not need a reading & technology lab at our campus

    ☐ We currently use Room _____and plan to keep it

    ☐ Our campus culture/curriculum does not call for a reading & technology lab.

☐ Yes, we need a reading/technology lab

    ☐ Transform our library into something like this

    ☐ Our library is not adequate for both of these functions and needs expanded; or, we need a new room to create this space.

Performance & Fitness Labs

A fitness lab is a place where students can learn to be physically healthy. It needs plenty of open space for students to be active as well as equipment for sports/activities. The lab needs to be covered to accommodate rainy days, but does not necessarily need to be indoors. The size may vary based on campus needs.

☐ No, we do not need a fitness lab at our campus:

    ☐ We currently use our multipurpose/outdoor spaces for fitness and this space is adequate.

    ☐ These spaces are not adequate and need the following improvements:

    _____

    _____

☐ Yes, we need a fitness lab.

    ☐ The fitness lab should be designed to support the following functions and can be shared with:

    _____

    _____

2.4 JUNIOR/SENIOR (CTE, INDUSTRTY, COMMUNITY) LABS

Industry/CTE/Pathways Labs

The industry/CTE/Pathways Labs are designed to deliver a very specific technical program. Golden Sierra has some existing shops and facilities to deliver these programs already. Are these adequate and/or should we be planning for more?

☐ Yes, our facilities are adequate

☐ We need the following upgrades in:

    ☐ Automotive/Metal :_____

    ☐ Wood Shop:_____

☐ We would like to consider dedicated and/or new facilities for the following pathways and anticipate the following needs:

    ☐ Automotive :_____

    ☐ Metal / Ag Shop:_____

    ☐ Wood Shop / Mill:_____

    ☐ Medical / Dental:_____

2.4 JUNIOR/SENIOR (CTE, INDUSTRTY, COMMUNITY) LABS
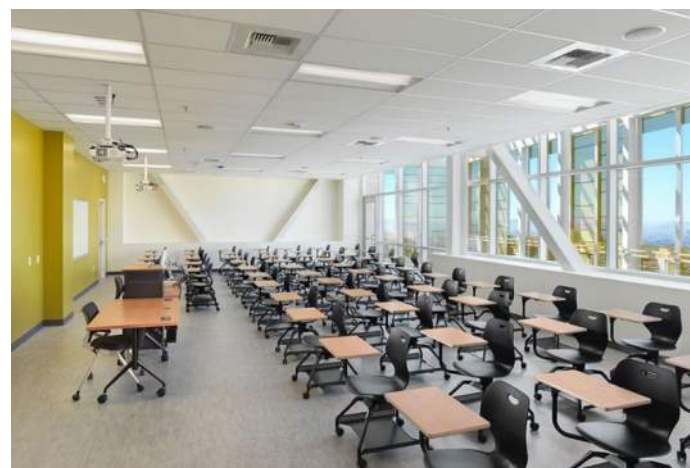
Providing opportunities for articulation with Los Rios Community College and the opportunity for college credits can be invaluable for high school students. To support this opportunity some dedicated and/or shared spaces may be needed.

☐ Yes, our facilities are adequate to support this opportunity.

☐ No, we need the following types of spaces:

_____

_____

STRATEGIC PLAN/LCAP GOAL #3

Reduce the achievement gap by ensuring that all systems are culturally, linguistically and equitably responsive to the needs of our students.

3.1 LIBRARY MEDIA CENTER

Libraries can be treated in many ways and may differ between grade levels. In all cases, they should be comfortable spaces where students can read and research. Information and the environment should be relevant to students' learning.

☐ Our current library meets our school's needs.

☐ Our library does not meet our school's needs:

    ☐ We need flexible furniture/soft seating to accommodate a full class of students and/or individuals

    ☐ We need more space to add more books/technology/furniture

    ☐ The next time we paint our library or replace the flooring, use color, texture and graphics to make our library more inviting and inspiring.

☐ Other:_____

_____

3.2 SMALL GROUP SPACES

Small group spaces are critical to 21st century learning environments. They can occur by grouping furniture in small groups within classrooms, creating workspace between classrooms, or by partitioning areas of the library for small group use. It is important that small groups be supported by technology, work surfaces, and writable surfaces to be productive and flexible. What kind of small group spaces are needed at your campus?

☐ No small group spaces are needed.

☐ Flexible furniture in classrooms to quickly form small groups when needed.

☐ Flexible furniture/technology in the library to support small groups

☐ Spaces shared in- between classrooms where students can be pulled out of class to work in small groups or with another professional

☐ Common spaces (interior pods or wide hallways or outside) that students can use for small group work beyond the classroom.

☐ Other:_____

3.3 TEACHER COLLABORATION SPACE

This is a space where faculty can gather to share ideas, lesson plans, have formal meetings and socially connect. This may be a dedicated teacher space like a teacher lounge or staff room, or may take place in the library, multipurpose room, or existing common pods.

☐ We already use the following space(s) for teacher collaboration/staff meetings:

_____

_____

☐ We need furniture to support teacher collaboration

☐ We need teacher collaboration space:

    ☐ Transform our staff room/common areas/work room into a teacher collaboration area

    ☐ We need a new space for teacher collaboration in small groups
       Per grade level, grade level groupings, department, campus (Choose One)

3.3 RESOURCE SPACES

Providing space for Resource Programs on each campus is important. Often time, by default empty classrooms get taken over for needs that do not require the entire square foot usage. Your assistance in understanding the quantity & use of dedicated and shared support spaces would help to determine the actual facilities needed.

☐ We have the following Resource Program spaces on campus and they are located:

_____

_____

☐ Our Resource Programs have adequate space.

☐ Our resource programs are not located in an ideal location on our campus. Consider re-organizing room locations to better serve our program needs.

_____

_____

☐ Our programs could benefit from different room configurations than a typical classroom space. Consider this when it is time to replace/upgrade portables.

_____

_____

3.4 OUTDOOR SPACES

Outdoor learning spaces mix up the environment that students learn in, support hands-on learning, promote healthy lifestyles and balance in student's lives. They can be student focused, include seat walls and gathering spaces, may be covered or uncovered, be terraced, or include the campus garden.

☐ We have good outdoor learning spaces on our campus

☐ Our outdoor spaces need some work to be productive spaces

    ☐ We need landscaping to support outdoor learning

    ☐ We need seat walls/benches/tables to make our outdoor spaces more productive

    ☐ We need a covered outdoor area

☐ We want an amphitheater/large group outdoor gathering space

☐ Other: _____

3.4 FIELDS

Fields have been a concern at almost every campus we have assessed. Maintenance is needed on all fields at some level, but the kind of repair/replacement varies throughout the district. What should the Facilities Master Plan assume for your site?

☐ Replace with an all-weather/artificial turf field.

☐ Re-grade & re-plant field (replace field with new traditional field)

☐ Patch holes and re-plant field

☐ Other: _____

SECTION 3:
School Site Executive Summaries

The JK Architecture & Engineer team recognizes that it is the unique personalities of each individual campus and community that creates the foundation for a District wide network to support each student and family. Though our Steering Committee process looked extensively from the perspective of Black Oak Mine USD, our emphasis on each campus and through their respective School Site Master Plans has been focused on how to support their needs.

The Steering Committee process established the over arching big picture and the "Kit of Parts", however it was the engagement of each campus that has influenced their unique School Site Master Plans.

The following is a collection of each School Site Executive Summaries. These summaries are supported by an extensive and comprehensive school site assessment document. For additional information relative to each campus, we encourage you to reach out and review the supporting documents that are referenced as part of each assessment.

We hope that the foundation of the School Site Master Plans become a road map for achieving each schools future vision and goals.

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American River Charter School occupies the northern portion of the Georgetown Elementary School / District office 42-acre Campus. This location provides ample opportunities for outdoor learning as a Nature Center comprises a majority of the site. Approximately 202 students are enrolled, 122 students are in the site-based TK - 8th grade while the remainder are in the TK-12 Home School program. The school was previously known as Creekside Elementary. When the Charter School was founded it embraced an interdisciplinary project-based curriculum.
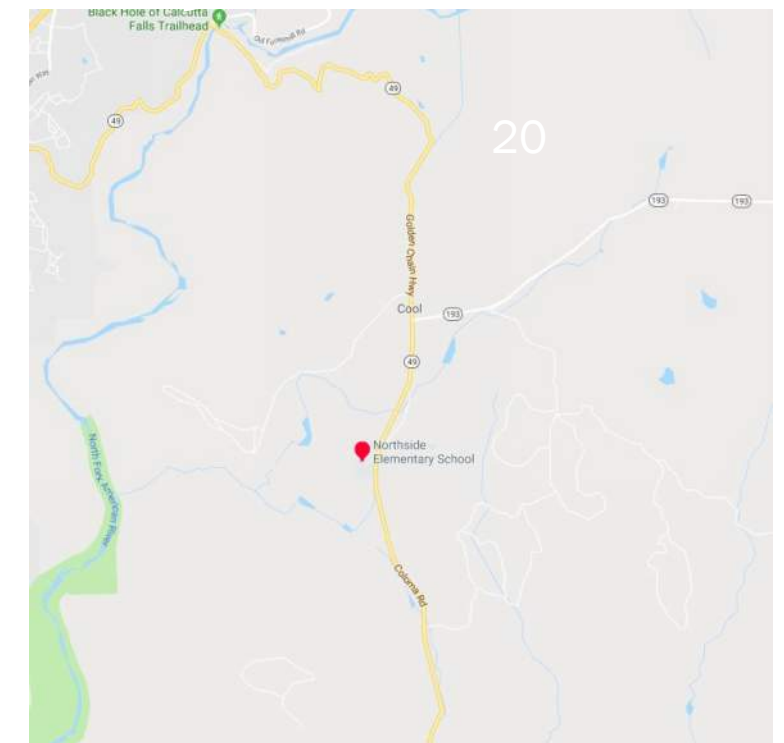
Parent access to the school site is directly off of Wentworth Springs Road. The busses on the other hand pick up and drop off on the opposite side of the campus. Entering the site during peak hours causes vehicle congestion on Wentworth. A dedicated turn lane would resolve this issue. Vehicles exit to Fain Lane and we are unaware of any complications. The campus has minimal parking, there was no request for increased parking. There is no shelter and or dedicated lighting at the bus drop off. Its location is not visible from the campus core. There is not an accessible path of travel from the Bus Dropoff to the campus. The accessible path from the main parking lot requires improvements.

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Black Oak Mine Unified School District

American River Charter School K-8
Dr. Robert Williams, Superintendent
Susan Whittington, Administrator
6620 Wentworth Springs Road
Georgetown, CA 95634
(530) 333-8340

NOTE: This October 2012 map is not to scale

From Main Street Georgetown

WENTWORTH SPRINGS ROAD

Fire Hydrant

Student Drop Off/Pick Up and Parking Lot

Main Water Supply Valve for Divide High Campus and District Office

Metered Electrical Panel for entire campus

Kiln shed

Fire Alarm Panel

One Way

Intrusion Panel

Dirt Parking

Classroom 7

Classroom 8

UNIT B
Multi-Use and Lunch Room

UNIT A
Principal Office | Staff Room | OFFICE

FAIN LANE

Classroom 6

Quad Area

Grass Area

Knox Box at front of Office

Basketball court

Fenced Play Yard

District Office Parking Lot

Shed

Classroom 4

Ball Shed

UNIT C
LIBRARY/ COMPUTERS

Rest | Rooms

Shade Structure

Play Equipment

Fire Hydrant

Turnaround

GATE

Emergency and Utility Vehicle access road

Storage 3 | District Records Storage 2 | Book Room 1

Storage Shed | Boys/Girls Restrooms

From Wentworth Springs Road

Softball

Assessment | Summary

BUS DROP OFF
Drop off is not ADA accessible. Provide shelter and lighting.

INDOOR ENVIRONMENTS
Update lighting, improve technology

CAMPUS CORE
Damage from cars queuing for campus entrance off of Wentworth Springs Rd.

LEARNING ENVIRONMENTS
Flexible furniture is desired throughout the campus

CAMPUS CORE
No ADA path to play areas

CAMPUS CORE
ADA path on campus needs definition. No accessible drinking fountains

EXTERIOR
Toilet room portable end of lifespan.

LEARNING ENVIRONMENTS
Provide TK-Kinder with fully enclosed play yard and engaging play structures.

CAMPUS CORE
Repair entrance roadway

CAMPUS CORE/FIELDS
Runoff flows directly to fields and play ground

INDOOR ENVIRONMENTS
Furniture and finishes generally require replacement

INTERIOR / EXTERIOR
Upgrade equipment and their utility connections

A.R.C.S

Sustainable Sites
Entry + Outdoor Learning + Fields

Create safe, barrier free learning environments incorporating efficient and effective storm water management, landscaping, lighting and surfaces.

Water Efficiency
Irrigation + Plumbing Systems

Improve the efficiency of fixtures, appliances and irrigation systems to reduce domestic water usage

Energy & Atmosphere
HVAC & Renewable Energy Systems

Optimize energy efficiency and performance to minimize environmental impacts and reduce operating costs associated with fossil fuels.

Indoor Environment
Electical + Lighting + Technology

Enhance air quality, thermal comfort, natural light, acoustic performance and physical environments while reducing pollutants. Provide a safe, healthy, functional environment to help motivate students and encourage attendance

Materials & Resources
Exterior + Interior Finishes

Improve the learning environment and extend the life-cycle of facilities while encouraging the use of efficient sustainable materials and reducing waste.

Innovation & Design
21st Century Education

Encourage the innovation in high performance school design creating safe, motivating and sustainable learning environments that reduce dependence on non-sustainable sources.

Assessment | Site Constraints + Opportunities

1. Ingress/Egress concerns: No sidewalks or crosswalks to campus from parking lot. Parking/drop off area does not have double lanes of drop off, which raises safety concerns. The vehicle drop off zones are not ADA compliant.

2. No accessible path to play areas / fields

3. AC Paving – Failing

4. Batting cage – convert to other use. Bleachers

5. Aged toilet room – Not accessible

6. Single occupancy ADA stall-insufficient for campus population

7. "M.P." space under sized

8. Portables have exceeded useful lifespan .

9. Accessibility challenges

10. Bus drop off.. no shelter or lighting

A. R. C. S

WENTWORTH SPRINGS ROAD

Unit A · Unit C · RR · Classroom 4 · Classroom 5 · Classroom 6 · Classroom 7 · Classroom 8 · 7-8 Special Ed. Independent Study

Campus Vision | Transformational Concept

LCAP Goal 1: Ensure safe, welcoming, and inclusive climates

1.1 A Provide new one-way drive aisle to address safety, circulation and congestion issues. Provide separate bus and parking drop-off.

1.1 B Reconfigure parking for shared A.R.C.S. and District Office staff.

1.3 New Multi-Purpose building with Kitchen and restrooms. This facility will have a Cafeteria, display spaces for student art, the resources to support fitness labs, and small group spaces to support counseling and other community outreach programs.

LCAP Goal 2: Provide high-quality classroom instruction and curriculum with an access to a broad course of study

2.1 Include flexible furniture for all classrooms to support 21st century learning objectives.

2.2 Consider portable to permanent replacement as part of future state funding eligibility.

2.3 Convert and modernize existing cafeteria into Maker-Lab, supporting all grade levels' S.T.E.A.M. programs.

LCAP Goal 3: Ensure all systems are culturally, linguistically, and equitably responsive to students' needs

3.1 Modernize library to support current technology, resources and 21st century teaching platforms.

3.4 A Update play areas with new play equipment and ADA accessible pedestrian access.

3.4 B Provide new hardcourt play area with ADA accessible pedestrian access.

3.4 C Outdoor learning: create a more directed outdoor learning environment. Add shade structure(s), and provide new, low-maintenance landscaping where needed.

3.4 D Install new restroom portable to meet current needs of the student population.

A. R. C. S
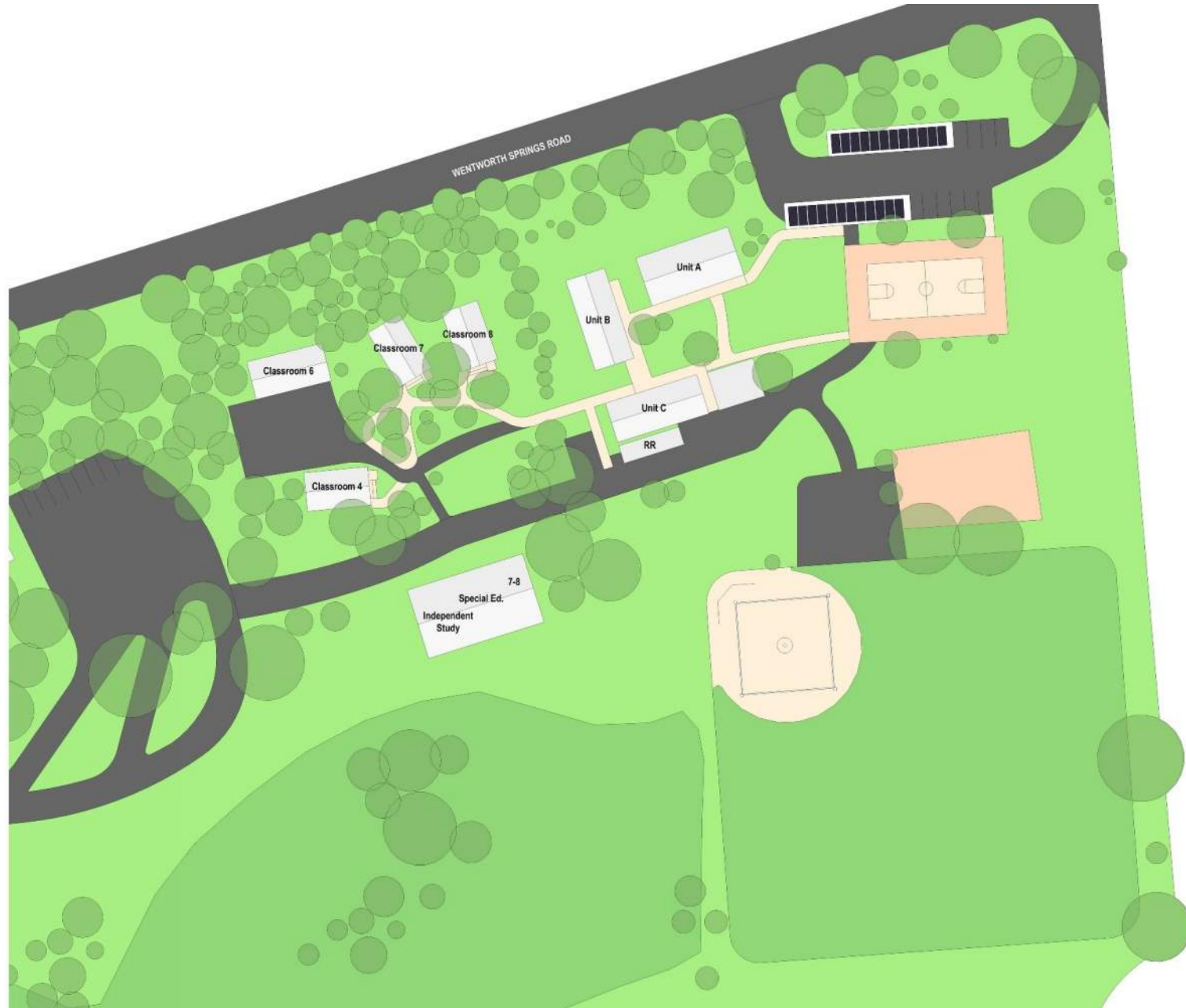
Georgetown Elementary School

Georgetown School of Innovation believes that students deserve an engaging, real-world education that empowers and impassions them for future work and relationships they might not have dreamt of yet...

Narrative Summary

Georgetown Elementary School occupies the southern portion of the Georgetown Elementary School / District office / American River Charter School 42-acre Campus. This location provides ample opportunities for outdoor learning as a Nature Center comprises a majority of the site. Numerous trails and extensive opportunities are afforded by the setting, including an outdoor amphitheater and historical sites. Approximately 232 TK - 6th grade students attend Georgetown Elementary School. The school embracing its new motto "Imagine, Invent, Inspire" is energetically transforming its curriculum to embrace the project-based curriculum of the STEAM academic program. More than 50 % of their learning is with projects and through active experiments and study trips. 60% of students qualify for Title 01 assistance. Building 100, dated 1948, is the oldest building on campus and in the Master Plan. In addition to the TK-6 curriculum the campus also hosts a Head Start, Boys and Girls Clubs and Dental Clinic program.

The school site historically was entered off of Harkness Road, currently it is accessed indirectly off of Wentworth Springs road via a lengthy access road which splits for parent and bus drop off at the campus entrance. These drop offs are not adjacent to the Administration building and there is a desire for better visual control. The site is large, and it is understood that fencing is an impractical security measure, but there is a need for an engineered security camera system to help surveil the campus at the main entry points. Additionally, because the public uses the Nature Center, implementing a signage and wayfinding scheme on campus is desired to help control inadvertent trespassing. The parent drop off and bus drop off are very distant from the campus core and especially from the Kindergarten building.

The campus site is level and achieving ADA compliance for pathway connectivity is relatively straightforward. Although the site conditions promote accessibility, most entrance ramps and stairs accessing the buildings are not compliant. Door thresholds and door hardware need to be evaluated on a case by case basis. The landscaping, lawns and trees on the site appear healthy and well maintained. Although there are numerous opportunities on site for outdoor gathering and teaching, additional shelters to provide comfort and to encourage student congregation would improve the multiple courtyard areas. The Kindergarten does not have a dedicated fenced in play area with age appropriate play equipment and soft surfaces. No ADA compliant drinking fountains were observed on site.

The playfield has a decomposed granite track which is in disrepair. The turf surface is maintained but the overall condition of the playfield as an area supporting various activities needs attention. The campus has an amphitheater in the adjacent nature area. The school has expressed a desire to revitalize this amphitheater and transform it into a community resource. Adding parking, increasing toilet room capacity and providing ADA accessibility would be elements of this transformation. The campus does not have an IP based P.A. or Alarm monitoring. The 500 portable village has an inadequate electrical supply.

The most recent buildings on site, the Computer lab 2009, and the Administration building, modernized   in 2005 have minor compliance issues. Permanent classroom buildings 200 and 300 buildings need modernization to finishes, classroom sinks are not ADA compliant the toilet rooms at the end of the wings are non-conditioned spaces out of ADA compliance. The Library attached to the 300 wing is acts as a community hub. It will host a dental clinic and there is a desire for a remodel to transform it into a more flexible space. The furniture and finishes need replacement and ADA compliance and egress need evaluation. The Multi-Purpose room and attached Kitchen are undersized and there is not sufficient storage. Finishes all need replacement. Building 100 is a historical class building and is currently mothballed and used for storage. If this building could be modernized, it would be a significantly valuable teaching resource. The Kindergarten building would also benefit from ADA upgrades and refurbishment of exterior finishes.
Most remaining portables are approaching 30 years old, 10 years past their anticipated lifespan. It is our recommendation that most of these portables because of their advanced age be removed from the campus.
Student achievement and 21st century learning are being supported by the campus's IT upgrades of both student terminals (1:1 Chromebooks), classroom multi-media teaching stations and access to high speed internet.
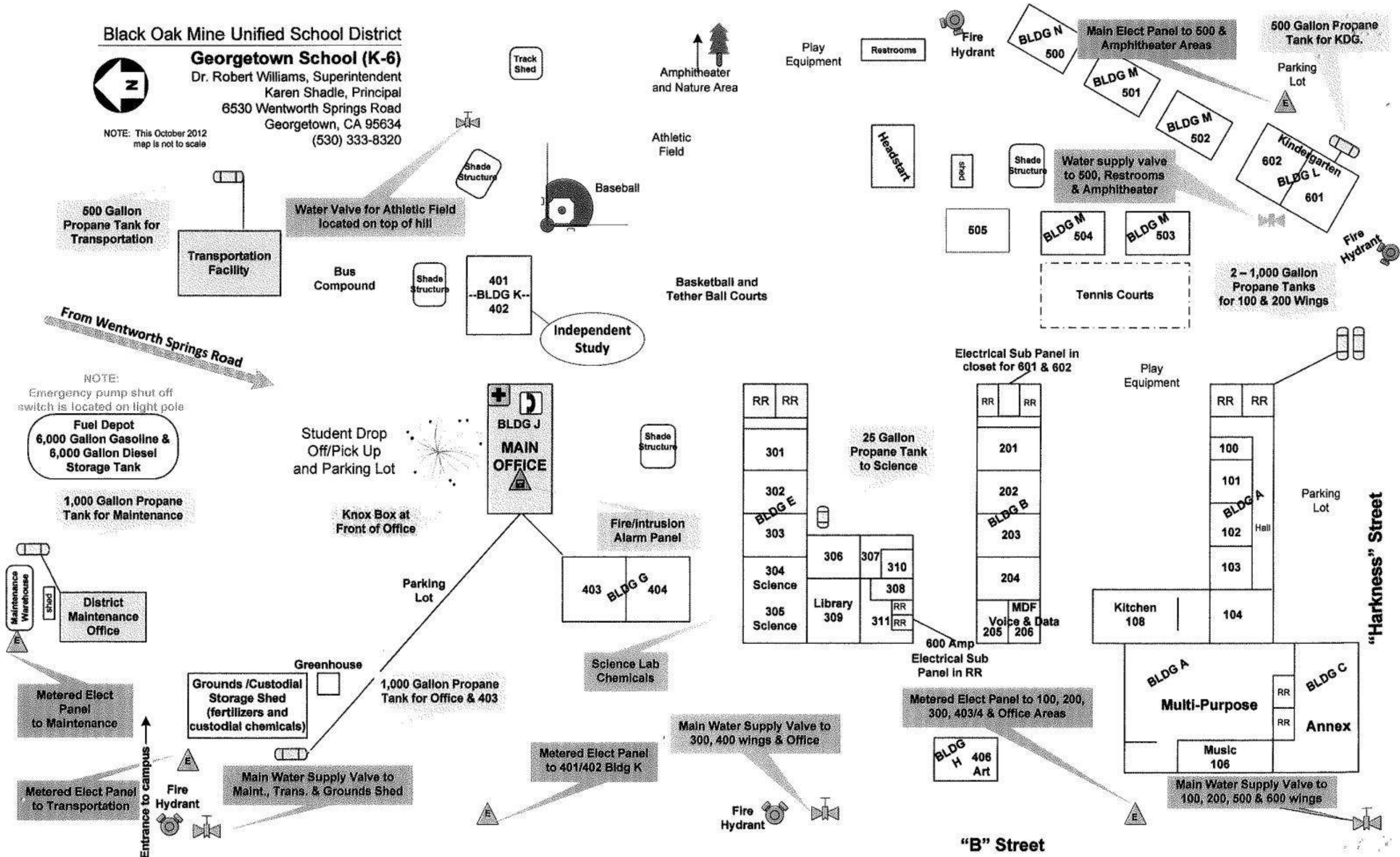
Assessment | Summary

PARENT DROP OFF
Drop off is not ADA accessible.

INDOOR ENVIRONMENTS
Update lighting, improve technology

INTERIOR ENVIRONMENTS
Building 100 potential resource for classrooms

LEARNING ENVIRONMENTS
Outdoor teaching potential. Requires access, toilet rooms and parking
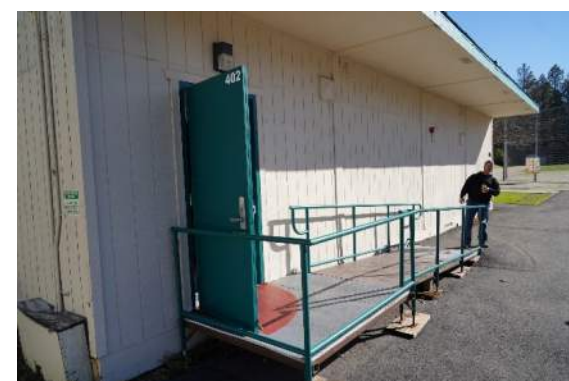

HVAC
New HVAC units required

CAMPUS CORE
500 Village portables beyond life span. Significant ADA deficiencies

INTERIOR/FACILITIES
Kitchen undersized

CAMPUS CORE
All portable ramps are not ADA compliant. Portables beyond lifespan-replace

FIELDS
Track and Fields need improvements

CAMPUS CORE/PLAY YARD
TK-K does not have dedicated fenced play yard w/ soft surfaces

INDOOR ENVIRONMENTS
Finishes need improvements MP inadequate size for athletics

LEARNING ENVIRONMENTS
Relocate / Arrange existing stacks and add flexible furniture

---

Sustainable Sites
Entry + Outdoor Learning + Fields

Create safe, barrier free learning environments incorporating efficient and effective storm water management, landscaping, lighting and surfaces.

Water Efficiency
Irrigation + Plumbing Systems

Improve the efficiency of fixtures, appliances and irrigation systems to reduce domestic water usage

Energy & Atmosphere
HVAC & Renewable Energy Systems

Optimize energy efficiency and performance to minimize environmental impacts and reduce operating costs associated with fossil fuels.

Indoor Environment
Electical + Lighting + Technology

Enhance air quality, thermal comfort, natural light, acoustic performance and physical environments while reducing pollutants. Provide a safe, healthy, functional environment to help motivate students and encourage attendance

Materials & Resources
Exterior + Interior Finishes

Improve the learning environment and extend the life-cycle of facilities while encouraging the use of efficient sustainable materials and reducing waste.

Innovation & Design
21st Century Education

Encourage the innovation in high performance school design creating safe, motivating and sustainable learning environments that reduce dependence on non-sustainable sources.

Assessment | Site Constraints + Opportunities

1. Provide additional security at Bus Barn
2. Drop off distant from Admin. Visual control security concerns. Accessibility upgrades
3. Portable have exceeded useful lifespan .
4. Campus vehicle circulation blocked
5. Playfields need improvements
6. Exceptional outdoor resources
7. Outdoor Amphitheater needs access and toilet rooms
8. Toilet rooms need critical updating
9. Community Hub potential
10. Underutilized permanent building
11. Aged – Undersized MP and Kitchen
12. Kinder needs fenced – dedicated play yard
13. Develop courtyard w/shade structure
14. Potential to develop parking
15. Extensive Hardcourt space

GEORGETOWN ES. NTN

Campus Vision | Transformational Concept

LCAP Goal 1: Ensure safe, welcoming, and inclusive climates

1.1 A Reconfigure campus entrance, and add separate bus and parent traffic flows. Relocate parent drop-off area to be closer to the Administration Building.

1.1 B Existing building to be relocated to support improved vehicular access.

1.1 C Consider perimeter security fencing around bus barn and bus parking.

1.3 Create new Multi-Purpose building with Kitchen and restrooms promoting student and community engagement. The Multi-Purpose Building is proposed to accommodate a full size basketball court.

LCAP Goal 2: Provide high-quality classroom instruction and curriculum with an access to a broad course of study

2.1 Include flexible furniture for all classrooms to support 21st century learning objectives.

2.2 A Move TK and Kindergarten classes to the front of campus to increase connection to administration and drop-off zones.

2.2 B Modernize existing classrooms, including building 100. Arrange classroom grade groupings to support better collaboration.

2.2 C Locate Boys and Girls Club and after-school programs to refurbished general activity space.

2.3 Convert Kindergarten building to Maker Labs' resource center. Proximity to outdoor space and gardens fosters environmental education.

LCAP Goal 3: Ensure all systems are culturally, linguistically, and equitably responsive to students' needs

3.1 Transform old Multi-Purpose space to Media Lab and Library capable of supporting current technology, resources and 21st century teaching platforms.

3.4 A Outdoor learning. Create a more directed outdoor learning environment. Add a shade structure, and provide new, low-maintenance landscaping where needed.

3.4 B Relocate and refurbish turf playing field and trail.

Present | Campus Vision

Northside STEAM Elementary School

The mission of Northside STEAM School is to enrich and engage our students through a rigorous project-based curriculum infused with Science, Technology, Engineering, Arts, and Mathematics. Our new motto, "Educating the Whole Child," denotes our commitment to not only providing a rigorous and engaging curriculum, but our dedication to supporting the social-emotional well-being and growth of our students. We believe learning comes from making connections between ourselves, our community, and the world beyond. We believe citizens are created by practicing responsible stewardship of ourselves, our community and our world. We believe that to be a learning community means to believe that learners are more than the sum of all of their parts, they are a part of an interconnected system comprised of their environment, creating the whole child.

Narrative Summary

Northside Elementary School is a 16-acre site at the western most end of BOMUSD's District boundary. The school is located in Cool and it is set on the border of BLM lands which extend south west towards Folsom Lake State Recreation Area. Numerous trails and extensive opportunities are afforded by the setting. The school faces enrollment pressures as some students get drawn out of District. Approximately 313 K - 6th grade students attend Northside. The school is energetically transforming its curriculum to embrace the project-based curriculum of the STEAM academic program. Multiple labs supporting the program have recently been established. Gardening is also a passionate pursuit of the campus as two active gardens are currently cultivated, and recent funding is providing for a green house.

The school site is accessed directly off of State Highway 49 via an access road which ends in a cul-de-sac. This site limitation causes significant congestion during drop-off and pick up hours, as a one-way traffic loop cannot be achieved. Resolving this congestion and providing an intuitive and safe flow for drop off-pick up vehicular traffic is a priority. The campus does not have adequate parking. Campus evening events, graduations and other community activities at the campus require the use of the adjacent Church parking lot or the school's playing fields for overflow parking. Increased parking capacity is requested.
The campus is a fairly level site divided by three primary quads. As a level site, achieving ADA compliance for pathway connectivity is relatively straightforward. Although the site conditions promote accessibility, most entrance ramps and stairs accessing the buildings are not compliant. Door thresholds and door hardware need to be evaluated in a case by case basis. The landscaping, lawns and trees on the site appear healthy and well maintained. No ADA compliant drinking fountains were observed on site. Although there are numerous opportunities on site for outdoor gathering and teaching there are a lack of shelters to provide comfort and to encourage student congregation. The sites IT infrastructure has significant failings. Currently the campus is interconnected with a combination of IP based and Copper based systems. Most Alarms and P.A. rely on the copper backbone. This backbone is failing, especially in inclement weather and needs to be replaced and upgraded to the appropriate system. Hardscaping and striping in the courtyard areas are under a continued maintenance schedule and areas of recently maintained clearly differentiate themselves from those needing repair. The playfields have some drainage issues. The infrastructure to claim well water / ditch water is not functioning. Currently the school's fields are irrigated with Municipal water at a significant cost. Revitalization of the well/ditch water irrigation system is desired.

The most recent buildings on site, the Kindergarten was built in 2012 and what is to be the future SDC classroom built in 2010 are in good shape and we have no comments. Administration - Library building and 400 building were built in 1993, with the Administration wing receiving a substantial modernization in 2012. The current Administration building is sighted so that minimal visual control is available for monitoring the campus entrance. A reconfigured traffic pattern will likely result in a reconfiguration of the Administration spatial layout. The Multi-Purpose which contains a Kitchen and Stage was built in 1983. All finishes, with exception of the MP playing surface are at their end of life. The Kitchen and storage areas require expansion. The stage does not have a compliant means of access or egress. Building 600 the oldest building on campus, is a unique Architectural asset. Being the oldest building, it also has significant maintenance and code deficiencies which have rendered it mostly non-functioning as fulltime dedicated classroom space. It is recommended that this building become fully modernized to regain its functionality. When 600 regains full functionality, this would have the added benefit of bringing students back into the campus core and relieving the necessity to keep some portables. The remaining permanent building have varying degrees of deferred maintenance and code deficiencies which require addressing. These items are covered in greater detail in the Assessment. Most remaining portables are 30 years old, 10 years past their anticipated lifespan. Some of them have been converted to ad-hoc uses such as storage and or single use activities which support the STEAM curriculum. It is our recommendation that most of these portables because of their advanced age be removed from the campus. Within the classroom and Library, the addition of flexible furniture will enhance project-based and small group learning. Student achievement and 21st century learning are being supported by the campus's IT upgrades of both student terminals and classroom multi-media teaching stations.
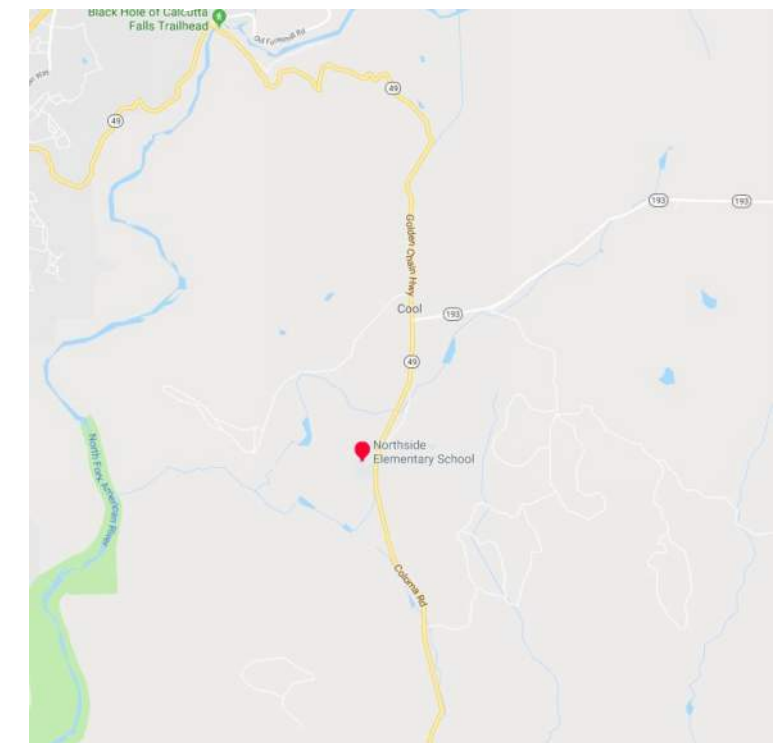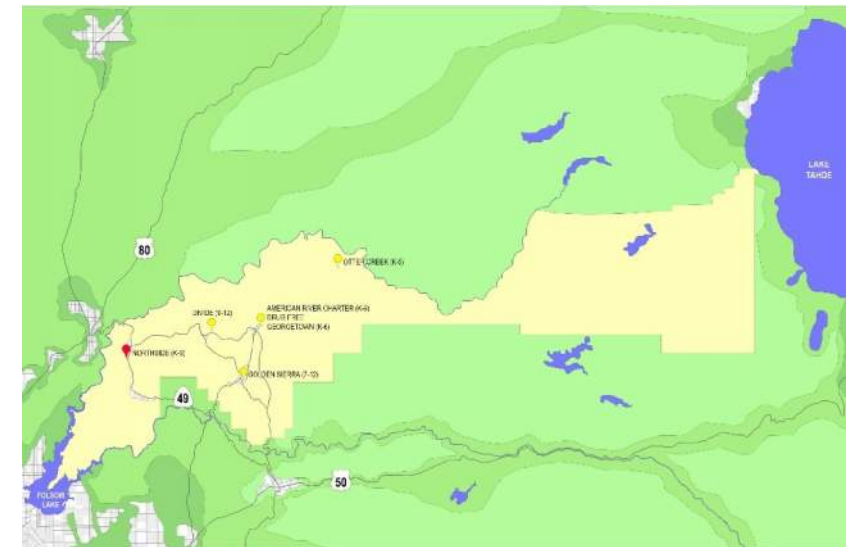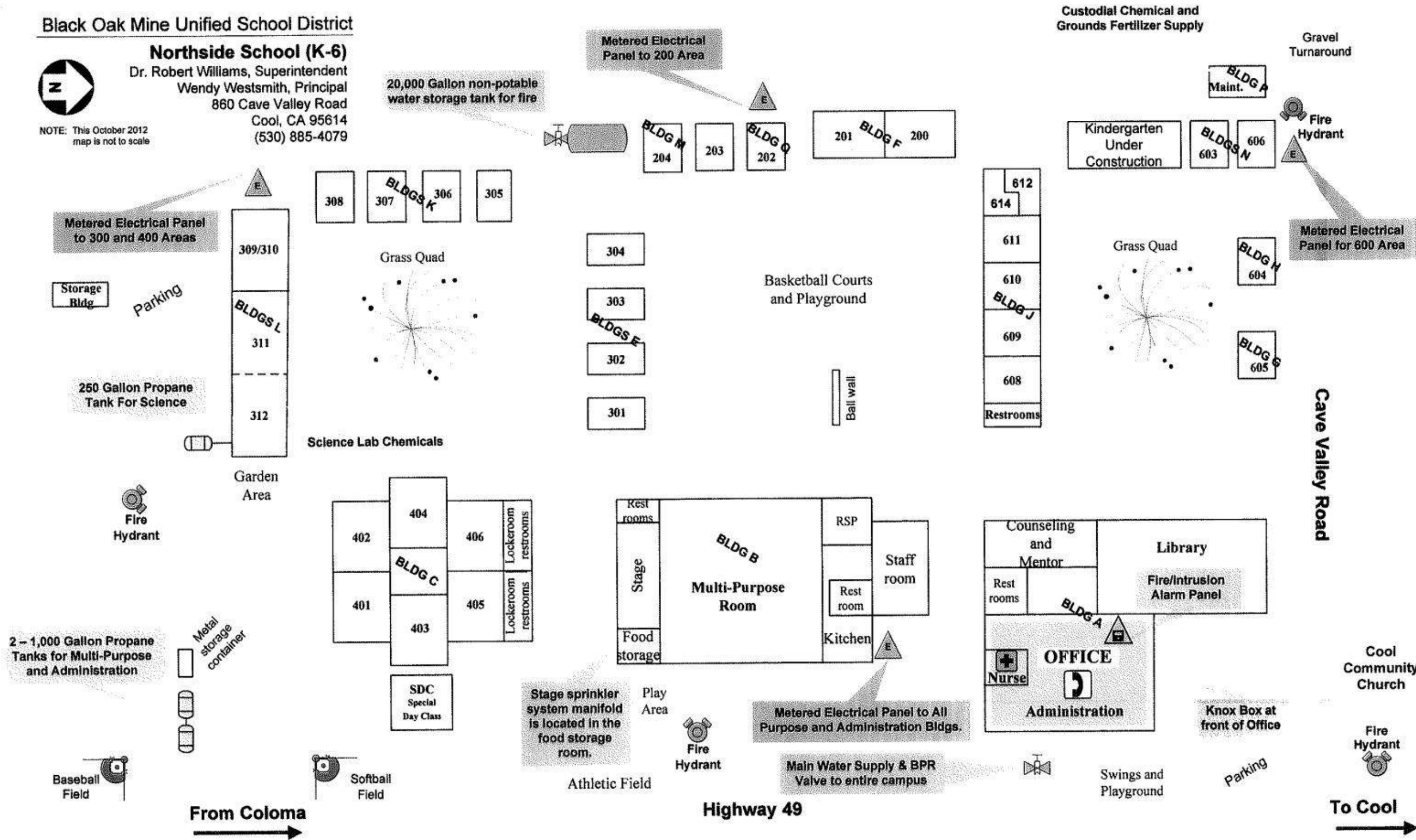
Black Oak Mine Unified School District

Northside School (K-6)
Dr. Robert Williams, Superintendent
Wendy Westsmith, Principal
860 Cave Valley Road
Cool, CA 95614
(530) 885-4079

NOTE: This October 2012 map is not to scale

Custodial Chemical and Grounds Fertilizer Supply

Metered Electrical Panel to 200 Area

20,000 Gallon non-potable water storage tank for fire

Gravel Turnaround

BLDG P Maint.

Fire Hydrant

BLDG M 204 — 203 — BLDG Q 202 — 201 BLDG F 200

Kindergarten Under Construction

BLDGS N 603 — 606

Metered Electrical Panel to 300 and 400 Areas

308 — BLDGS K 307 — 306 — 305

Metered Electrical Panel for 600 Area

Storage Bldg

Parking

309/310

BLDGS L 311

312

Grass Quad

304

303

BLDGS E 302

301

Basketball Courts and Playground

Ball wall

612 614 611 610 BLDG J 609 608 Restrooms

Grass Quad

BLDG H 604

BLDG G 605

250 Gallon Propane Tank For Science

Science Lab Chemicals

Garden Area

Fire Hydrant

402 — 404 — 406 BLDG C 401 — 403 — 405

Lockeroom restrooms

Lockeroom restrooms

Rest rooms

Stage

BLDG B Multi-Purpose Room

Food storage

RSP

Rest room

Staff room

Kitchen

Counseling and Mentor

Rest rooms

BLDG A

Library

Fire/Intrusion Alarm Panel

2 – 1,000 Gallon Propane Tanks for Multi-Purpose and Administration

Metal storage container

SDC Special Day Class

Stage sprinkler system manifold is located in the food storage room.

Play Area

Fire Hydrant

Metered Electrical Panel to All Purpose and Administration Bldgs.

Nurse

OFFICE

Administration

Knox Box at front of Office

Cool Community Church

Fire Hydrant

Baseball Field

Softball Field

Athletic Field

Highway 49

Main Water Supply & BPR Valve to entire campus

Swings and Playground

Parking

Cave Valley Road

Assessment | Summary

PARENT DROP OFF/PARKING
Drop off is not ADA accessible.

FIRE LANE/ CROSS TRAFFIC
Fire lane is narrow and drop-off exit shares entrance. Raises safety concerns.

INTERIOR/EXTERIOR
Update MP vertical circulation Accessibility and Code items

HVAC
Complete campus HVAC upgrades.

CAMPUS CORE
Replace existing and provide new shade areas

CAMPUS CORE
Significant accessibility concerns throughout campus.

INTERIOR/EXTERIOR
600 Roof leaks

LEARNING ENVIRONMENTS
Relocate / Arrange existing stacks and add flexible furniture

CAMPUS CORE
Amphitheater underdeveloped resource not accessible

CAMPUS CORE/FIELDS
Drainage issues. Exposed dugouts. Reduce reliance on Municipal water.

INDOOR ENVIRONMENTS
Complete campus wide lighting fixture updates

INTERIOR / EXTERIOR
Increase visibility from Administration interior to drop off areas

Sustainable Sites
Entry + Outdoor Learning + Fields

Create safe, barrier free learning environments incorporating efficient and effective storm water management, landscaping, lighting and surfaces.

Water Efficiency
Irrigation + Plumbing Systems

Improve the efficiency of fixtures, appliances and irrigation systems to reduce domestic water usage

Energy & Atmosphere
HVAC & Renewable Energy Systems

Optimize energy efficiency and performance to minimize environmental impacts and reduce operating costs associated with fossil fuels.

Indoor Environment
Electical + Lighting + Technology

Enhance air quality, thermal comfort, natural light, acoustic performance and physical environments while reducing pollutants. Provide a safe, healthy, functional environment to help motivate students and encourage attendance

Materials & Resources
Exterior + Interior Finishes

Improve the learning environment and extend the life-cycle of facilities while encouraging the use of efficient sustainable materials and reducing waste.
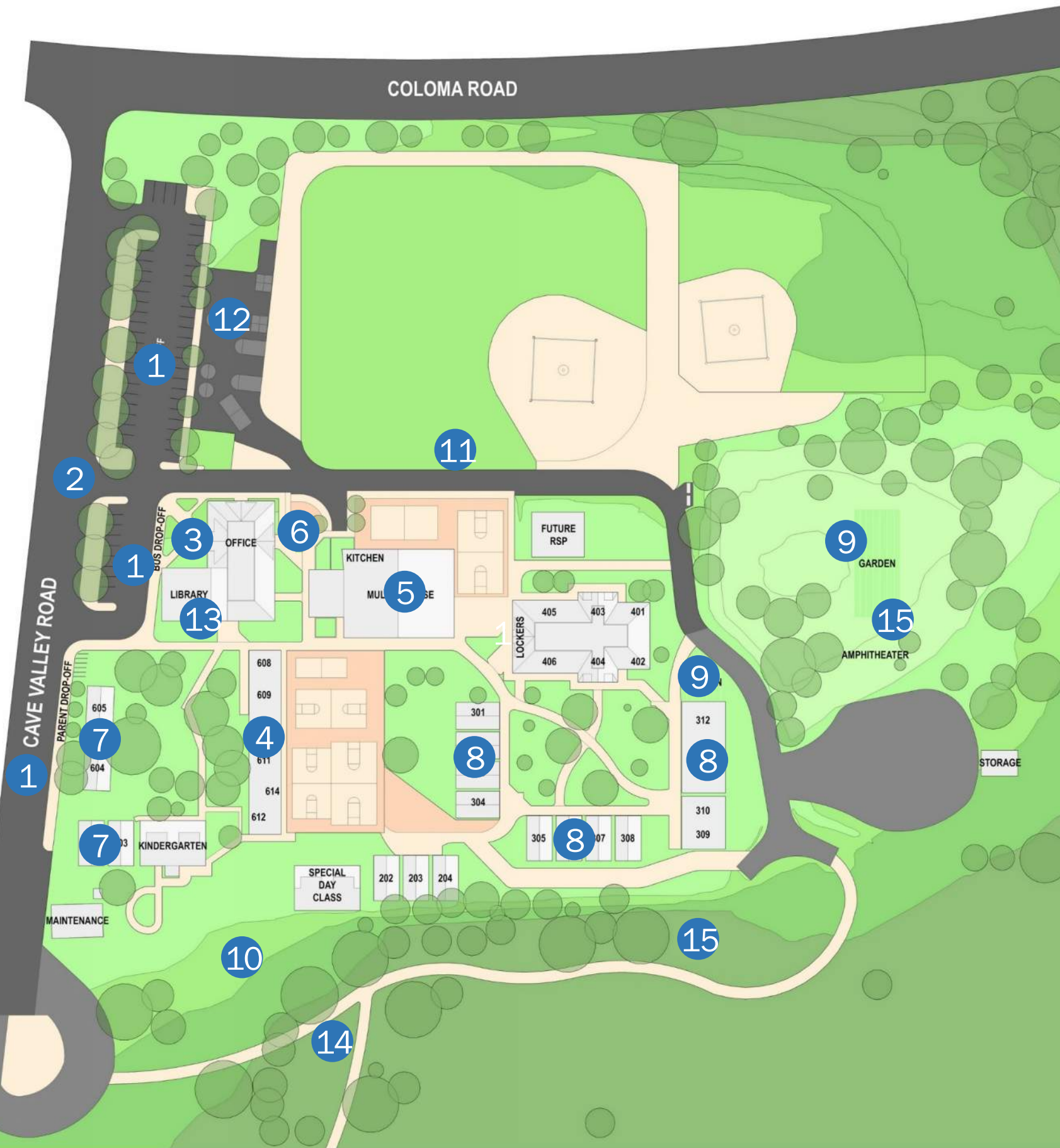
Innovation & Design
21st Century Education

Encourage the innovation in high performance school design creating safe, motivating and sustainable learning environments that reduce dependence on non-sustainable sources.

Assessment | Site Constraints + Opportunities

1. Ingress/Egress concerns: No sidewalks or crosswalks to campus from parking lot. Parking/drop off area does not have double lanes of drop off, which raises safety concerns. The vehicle drop off zones are not ADA compliant.

2. Cross traffic congestion

3. The administration building does not have good visual access to the campus entry

4. Underutilized permanent building

5. Multipurpose needs modernization. Kitchen undersized

6. A new shade structure is desired.

7. Portable have exceeded useful lifespan .

8. Unoccupied and or underutilized portables which have exceeded lifespan

9. Gardens

10. Bluebird Boxes

11. Provide shade for dugouts

12. Provide ADA access and equipment

13. Parent Center

14. Auburn Rec Area

15. Outstanding Views

Campus Vision | Transformation Concept
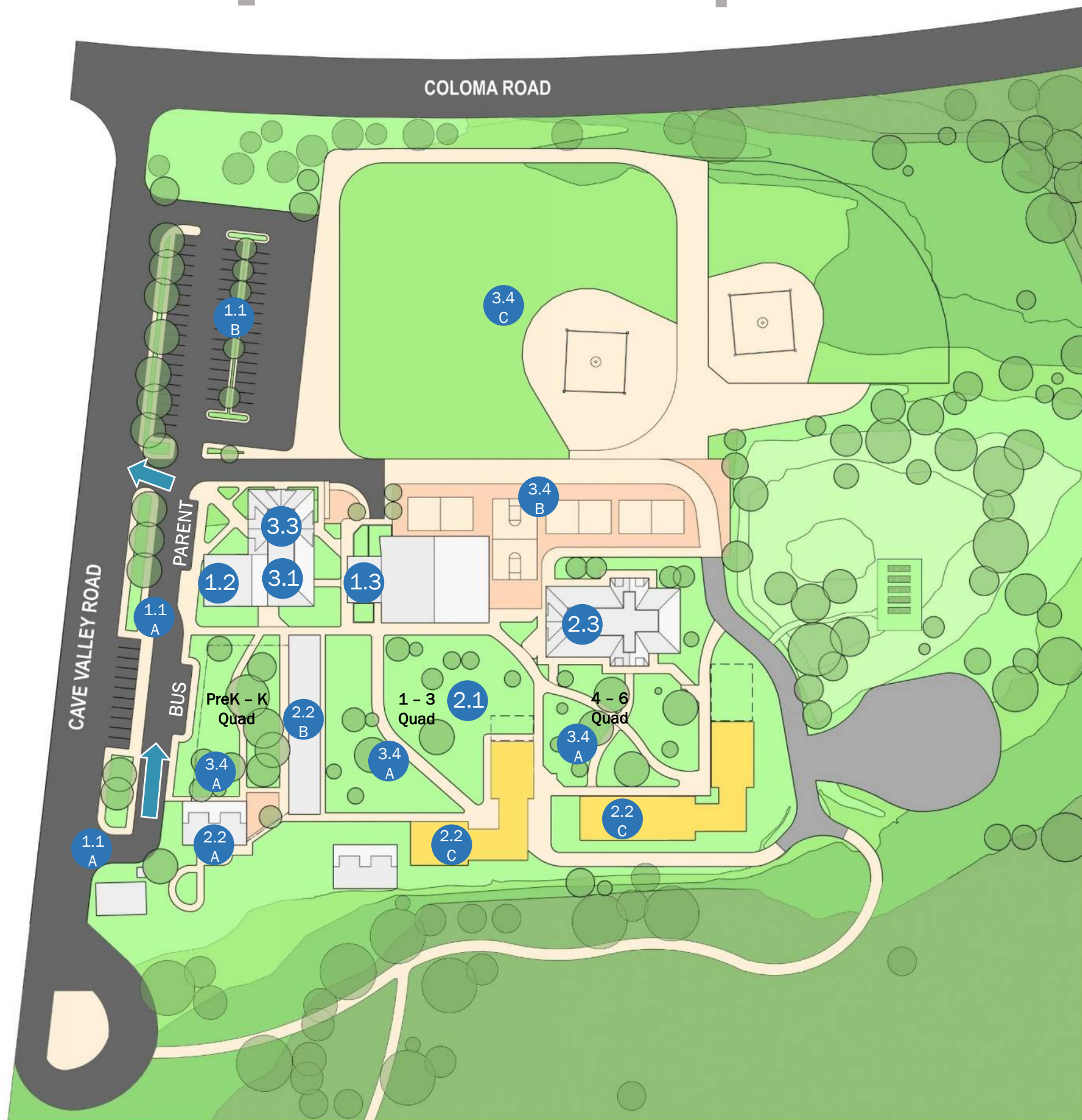
COLOMA ROAD

CAVE VALLEY ROAD

PARENT

BUS

PreK – K Quad

1 – 3 Quad

4 – 6 Quad

LCAP Goal 1: Ensure safe, welcoming, and inclusive climates

1.1 A Provide new one-way drive aisle to address safety, circulation and congestion issues. Provide separate bus and parent drop-off.

1.1 B Expand parking capacity.

1.2 Modernize administration building. Relocate admin offices to improve line of sight for campus drop-off and entrance areas.

1.3 Modernize existing Multi-Purpose building. Reconfigure existing teachers' lounge to create flex spaces to support after-school and ccommunity programs.

LCAP Goal 2: Provide high-quality classroom instruction and curriculum with an access to a broad course of study

2.1 Include flexible furniture for all classrooms to support 21st century objectives.

2.2 A It is recommended to locate preschool and TK programs here.

2.2 B Convert building 600 to support Kindergarten and SDC programs.

2.2 C Portable to permanent replacement. Create two new classroom wings for grades 2-3 and grades 4-6. Clustering the buildings creates individual quads for grade groups.

2.3 Transform building 400: convert to all-grade Maker Labs, supporting S.T.E.A.M programs.

LCAP Goal 3: Ensure all systems are culturally, linguistically, and equitably responsive to students' needs

3.1 Transform library. Relocate library to building's southern end, promoting adjacency with campus core, and modernize library to support current technology, resources, and 21st century teaching platforms.

3.3 Reconfigure existing spaces to support Teacher Collaborative Center.

3.4 A Outdoor learning: create a more directed outdoor learning environment. Add shade structure(s), and provide new, low-maintenance landscaping where needed.

3.4 B Cluster hardscape and outdoor play areas to the active zone on campus, maintaining adjacencies to fields and MP building. Relocate existing portable to accommodate expanded area.

3.4 C Modernize field: regrade to improve drainage.
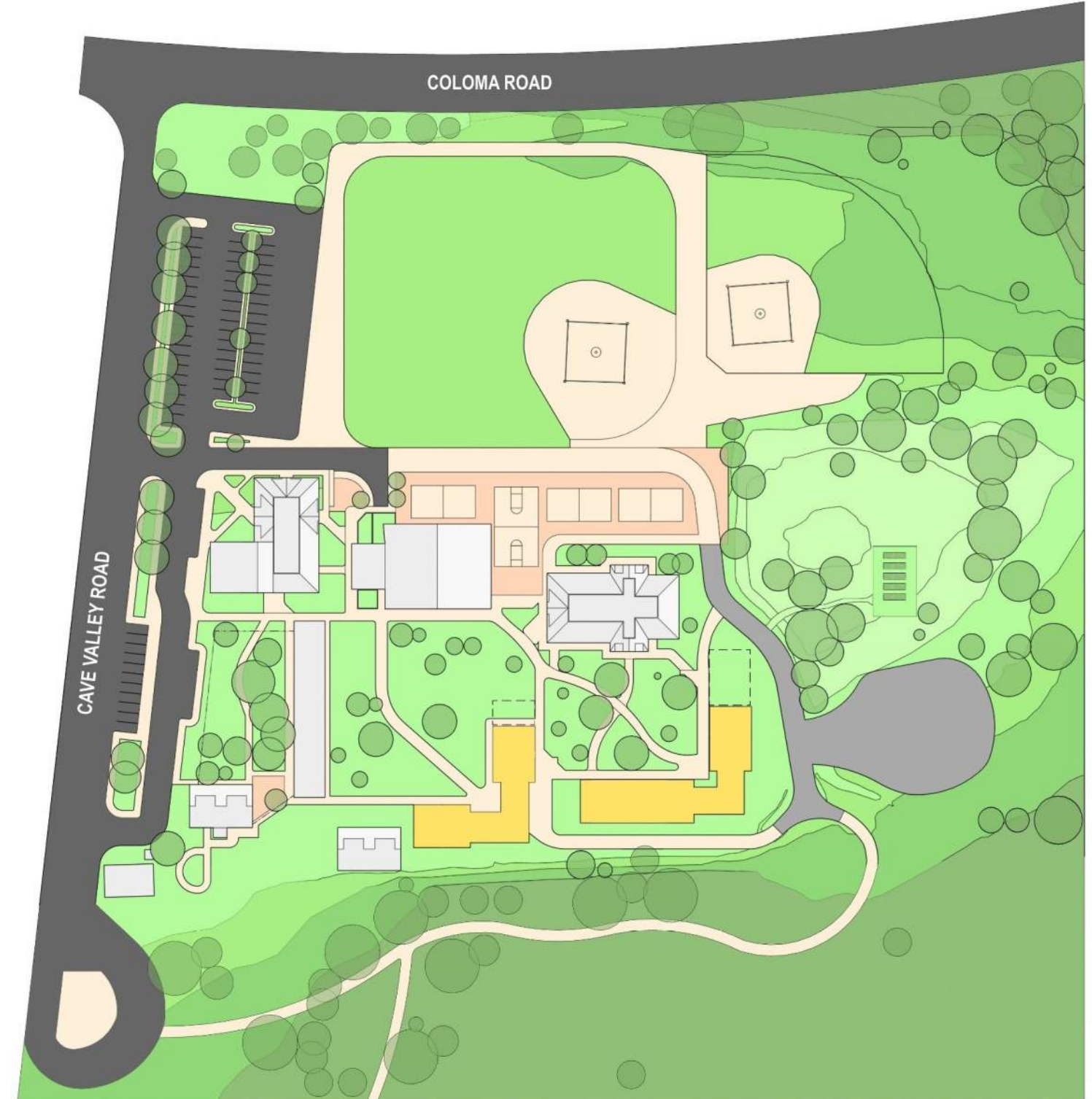
Golden Sierra Jr. Sr. High School

The mission of Golden Sierra Junior Senor High School is Learning with Purpose.

Narrative Summary

Golden Sierra Junior-Senior High School is spread across a hilly 27-acre rural campus. This location provides ample opportunities for outdoor learning and activities. Its north-western edge borders Garden Valley Park. Approximately 512 7th - 12th grade students attend the two schools. The school has a focus on college and career readiness and fully integrates all grade levels in a safe and welcoming teaching environment. The school has an active sports culture and supports many extracurricular activities through fostering strong partnerships with community organizations.

The school site is entered of Garden Valley Road. The bus drop off and parent drop off are located at the upper high school campus. The site has ample parking. It has been noted that the lower parking lot maybe oversized and not well planned to support current traffic flows. The bus pick up does not have a waiting shelter and or lighting. The Administration office sits above the upper parking areas and visual control of these areas is minimal.

The site is large, and it is understood that fencing is an impractical security measure, but there is a need for an engineered security camera system to help surveil the campus at the main entry points and within the school buildings. The campus site is challenged by the topography. In 2010 a circuitous ADA path was added to connect the lower J.H.S with the H.S. The upper 200 H.S. campus is connected by a long non-compliant stair. There is no practical means to provide accessibility to the upper campus. Compounding the accessibility problems to the site, pathways interconnecting the portables, because of grade would be extremely challenging. To make 200 compliant with ADA codes a significant amount of intervention and planning would be required. With both the upper H.S. (200) and lower J.H.S. all the ramps providing accessibility to the portables are out of compliance. Door thresholds and door hardware need to be evaluated on a case by case basis. The landscaping, lawns and trees on the site appear healthy and well maintained. Although there are numerous opportunities on site for outdoor gathering and teaching, additional shelters to provide comfort and to encourage student congregation would improve the capacity and options for outdoor learning.

The Districts numerous playfields are in adequate shape. There is significant concern regarding the track around the football field. This track needs to be replaced with an all-weather track. In addition, the artificial turf football field is at its end of life and needs replacement. Stadium seating is not accessible. Stadium entrance and access to snack shack and toilet rooms are not on an accessible pathway.
Main High School Building: The Administration wing requires a remodel to provide adequate conference rooms with state-of-the-art virtual presence technology. M.P. room and Kitchen have dated finishes, systems and inadequate storage. Library space is functional, but it needs re-programming to allow it to be a more affective resource for 21st century learning. The older lab spaces need full ADA upgrades. Shop spaces although well used are cluttered. The facility could use a student lounge / café to promote and provide a place for social student interaction. The Junior High School village composed of aged portables. Their circular arrangement promotes a village feel but the current programming does not support that notion. A student center for the J.H.S. students, a dedicated space for meals, and other services that promoting social / emotional growth would help to give this campus a greater sense of place for its occupants.

Most remaining portables are 30 years old, 10 years past their anticipated lifespan. It is our recommendation that most of these portables because of their advanced age be removed from the campus.

Student achievement and 21st century learning are being supported by the campus's IT upgrades of both student terminals (1:1 Chromebooks), classroom multi-media teaching stations. The District has a strong interest in promoting a CTE programs which parallel the resources of the local community. One such idea is to develop an in-partnership Forest Management / Milling program.

Black Oak Mine Unified School District

Golden Sierra High School (9-12)
Dr. Robert Williams, Superintendent
Kevin Ahern, Principal
Laurie Hockenson, Assistant Principal
5101 Garden Valley Road
Garden Valley, CA 95633
(530) 333-8330
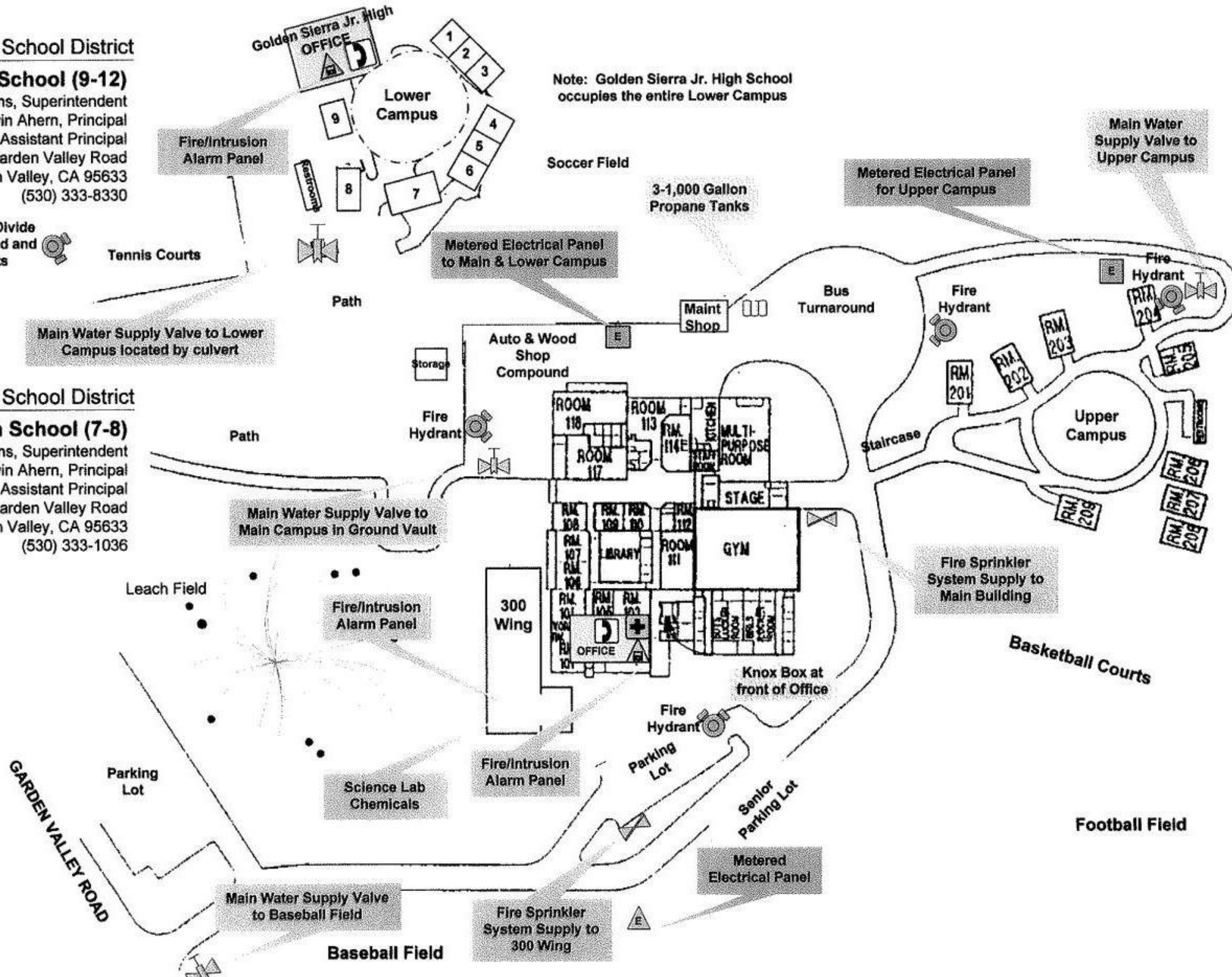
NOTE: This October 2012 map is not to scale

Black Oak Mine Unified School District

Golden Sierra Jr. High School (7-8)
Dr. Robert Williams, Superintendent
Kevin Ahern, Principal
Laurie Hockenson, Assistant Principal
5065 Garden Valley Road
Garden Valley, CA 95633
(530) 333-1036

NOTE: This October 2012 map is not to scale

Golden Sierra Jr. High OFFICE

Lower Campus

Note: Golden Sierra Jr. High School occupies the entire Lower Campus

Fire/Intrusion Alarm Panel

Fire Hydrant by Divide High Access Road and Tennis Courts

Tennis Courts

Main Water Supply Valve to Lower Campus located by culvert

Path

Soccer Field

3-1,000 Gallon Propane Tanks

Metered Electrical Panel to Main & Lower Campus

Metered Electrical Panel for Upper Campus

Main Water Supply Valve to Upper Campus

Fire Hydrant

Bus Turnaround

Fire Hydrant

Maint Shop

Storage

Auto & Wood Shop Compound

Fire Hydrant

Main Water Supply Valve to Main Campus in Ground Vault

Path

Leach Field

Fire/Intrusion Alarm Panel

300 Wing

ROOM 118

ROOM 117

ROOM 113

RM 114E

MULTI-PURPOSE ROOM

STAGE

GYM

Upper Campus

Staircase

RM 201

RM 202

RM 203

RM 204

RM 205

RM 206

RM 207

RM 208

RM 209

LIBRARY

OFFICE

Fire Sprinkler System Supply to Main Building

Basketball Courts

Knox Box at front of Office

Fire Hydrant

Parking Lot

Senior Parking Lot

Science Lab Chemicals

Fire/Intrusion Alarm Panel

Parking Lot

Metered Electrical Panel

Football Field

GARDEN VALLEY ROAD

Main Water Supply Valve to Baseball Field

Fire Sprinkler System Supply to 300 Wing

Baseball Field

Assessment | Summary

Bus DROP OFF/PARKING
Drop off is not ADA accessible. Provide Shelter

CAMPUS CORE
Playing and running surfaces in need of replacement

INTERIOR
Increase conference room size and capability

CAMPUS CORE
Portables at end of lifespan. Design campus to re-imagine and define identity and place

CAMPUS CORE
Significant ADA challenges at upper HS campus. Portables beyond lifespan

CAMPUS CORE
Improve vehicle circulation and remove hazards, reduce lot size if needed

INTERIOR
Accessibility upgrades at Lab spaces

LEARNING ENVIRONMENTS
Relocate / Arrange existing stacks and add flexible furniture

CAMPUS CORE
Pathway to visiting bleachers not accessible

CAMPUS CORE/FIELDS
Drainage issues. Reduce reliance on Municipal water.

INDOOR ENVIRONMENTS
Update lighting. Provide MP-Dramatic Arts media equipment, acoustic control

INTERIOR / EXTERIOR
Dry rot and degradation at main campus building

Sustainable Sites
Entry + Outdoor Learning + Fields

Create safe, barrier free learning environments incorporating efficient and effective storm water management, landscaping, lighting and surfaces.

Water Efficiency
Irrigation + Plumbing Systems

Improve the efficiency of fixtures, appliances and irrigation systems to reduce domestic water usage

Energy & Atmosphere
HVAC & Renewable Energy Systems

Optimize energy efficiency and performance to minimize environmental impacts and reduce operating costs associated with fossil fuels.

Indoor Environment
Electical + Lighting + Technology

Enhance air quality, thermal comfort, natural light, acoustic performance and physical environments while reducing pollutants. Provide a safe, healthy, functional environment to help motivate students and encourage attendance

Materials & Resources
Exterior + Interior Finishes

Improve the learning environment and extend the life-cycle of facilities while encouraging the use of efficient sustainable materials and reducing waste.
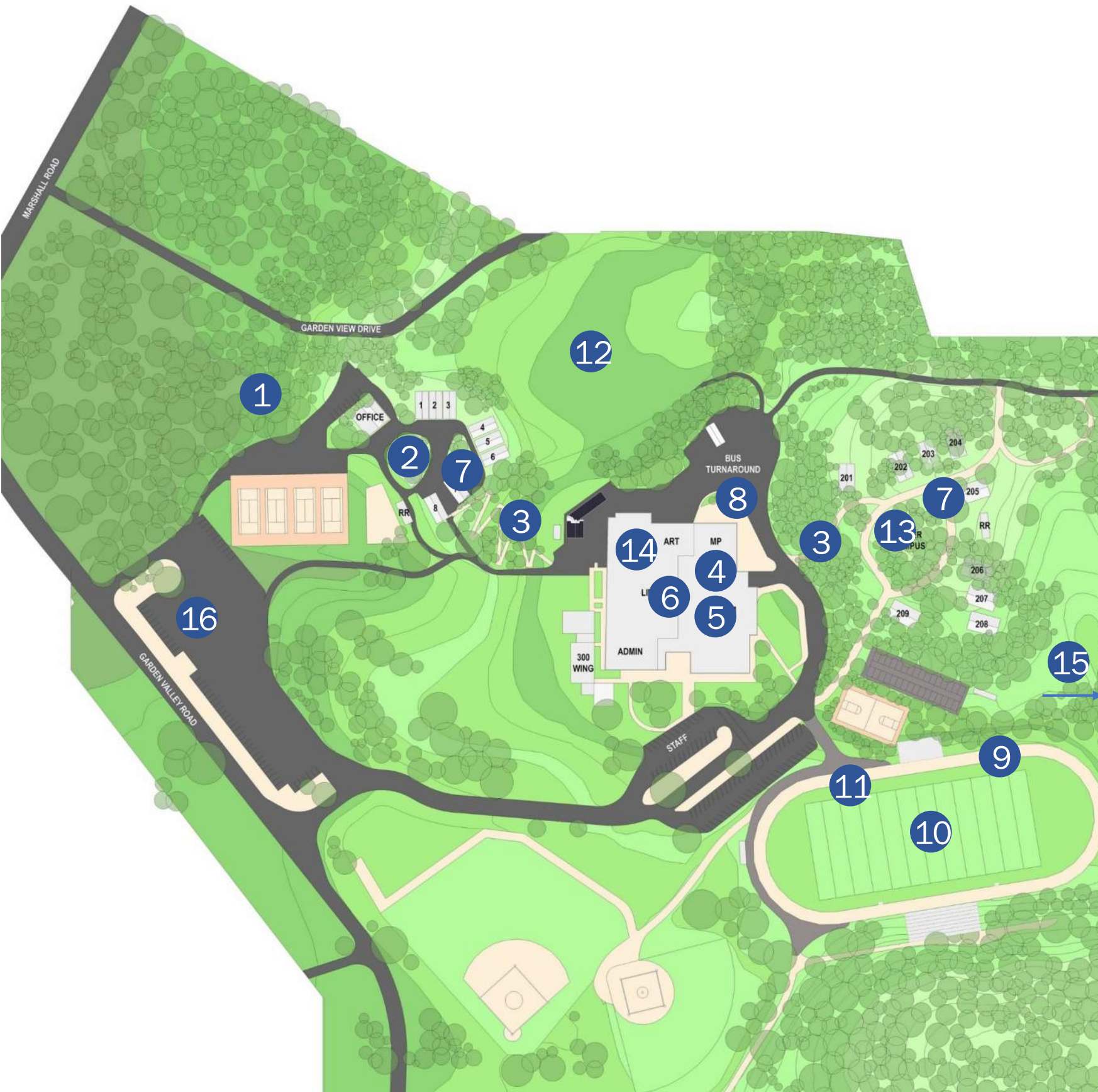
Innovation & Design
21st Century Education

Encourage the innovation in high performance school design creating safe, motivating and sustainable learning environments that reduce dependence on non-sustainable sources.

Assessment | Site Constraints + Opportunities

1 — Connection to Garden Valley Park, possible amphitheater location

2 — Lower campus lacking sense of place

3 — Steep hillside creates connectivity challenges between lower/upper and main campuses

4 — Performing Arts Centers

5 — Multipurpose needs modernization. Kitchen undersized

6 — Student center / café

7 — Portables have exceeded useful lifespan .

8 — Possible shelter for Pick Up / Drop off

9 — Possible new all-weather track

10 — Artificial turf end of life cycle

11 — Provide ADA access to fields and amenities

12 — Potential for sports field development

13 — No interconnecting ADA path of travel

14 — CTE-Program classrooms

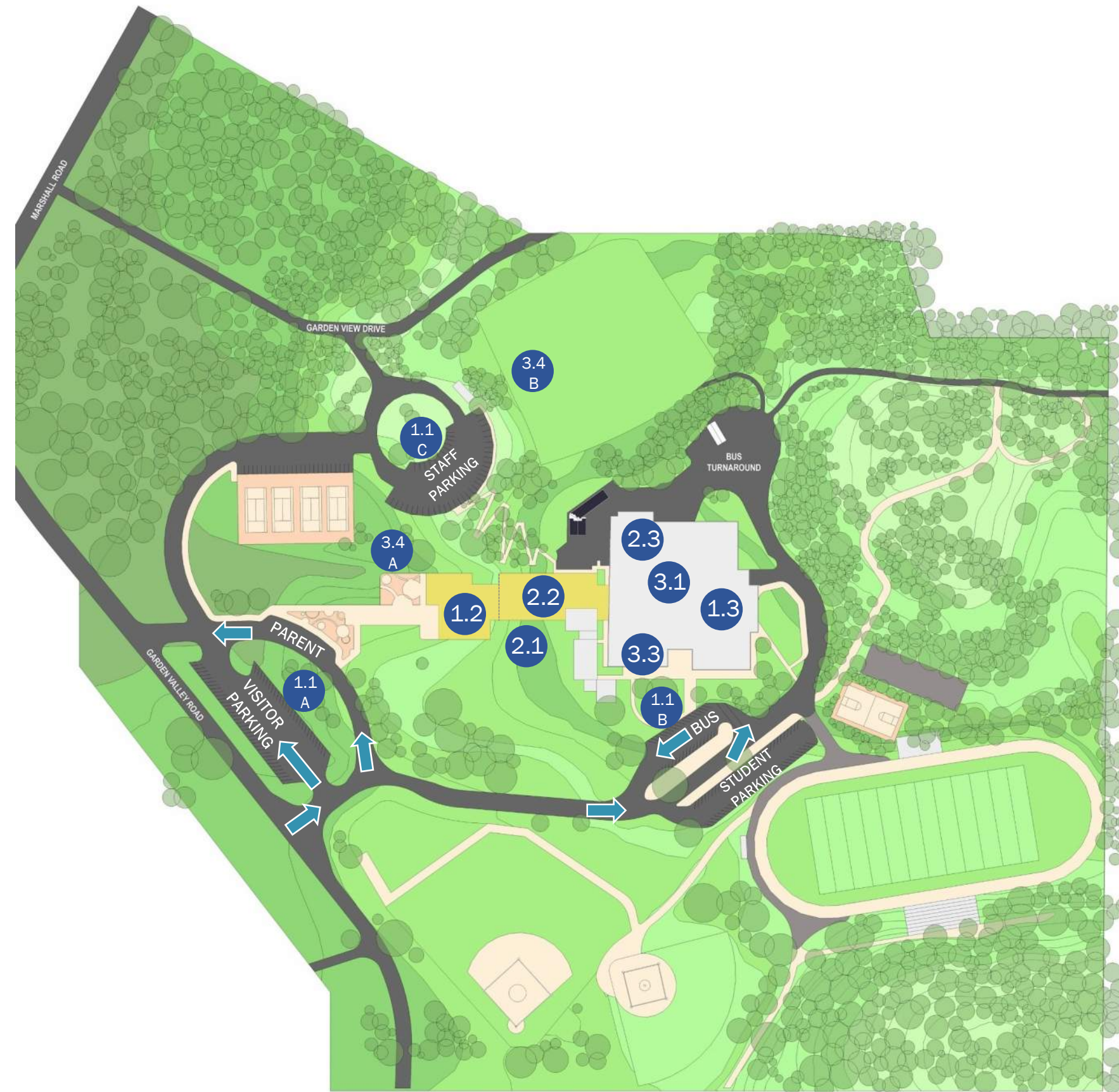15 — CTE initiative – Lumber Mill

16 — Oversized parking area

Task:
Need to understand Campus utilization to determine portable to permanent replacement

GOLDEN SIERRA JH & HS

Campus Vision | Transformational Concept

LCAP Goal 1: Ensure safe, welcoming, and inclusive climates

1.1 A Provide new parent access and drop off zone, and reconfigured visitor and overflow parking at the front of the school, near the new administration office.

1.1 B Alter existing parking to accommodate bus drop off zone.

1.1 C New and altered access and parking for staff and field access.

1.2 New administration office as part of proposed new construction.

1.3 Modernize existing gym and multi-purpose space.

LCAP Goal 2: Provide high-quality classroom instruction and curriculum with an access to a broad course of study

2.1 Include flexible furniture for all classrooms to support 21st century objectives.

2.2 Remove existing JHS and SRHS portables and consolidate into a new administration and instructional building. JHS instruction classrooms on the 1st floor and SRHS classrooms stepped up on the upper 1st floor that connects to existing building.

**2.3** Modernize existing CTE labs through pursuit of CDE CTE facility grants.

LCAP Goal 3: Ensure all systems are culturally, linguistically, and equitably responsive to students' needs

3.1 Transform existing library into student learning commons.

3.3 Convert existing administration office into a teacher collaboration center.

3.4 A Create an outdoor learning environment.

3.4 B Grade existing field to accommodate a new practice and community field. Provide a new portable restroom building.

Present | Campus Vision
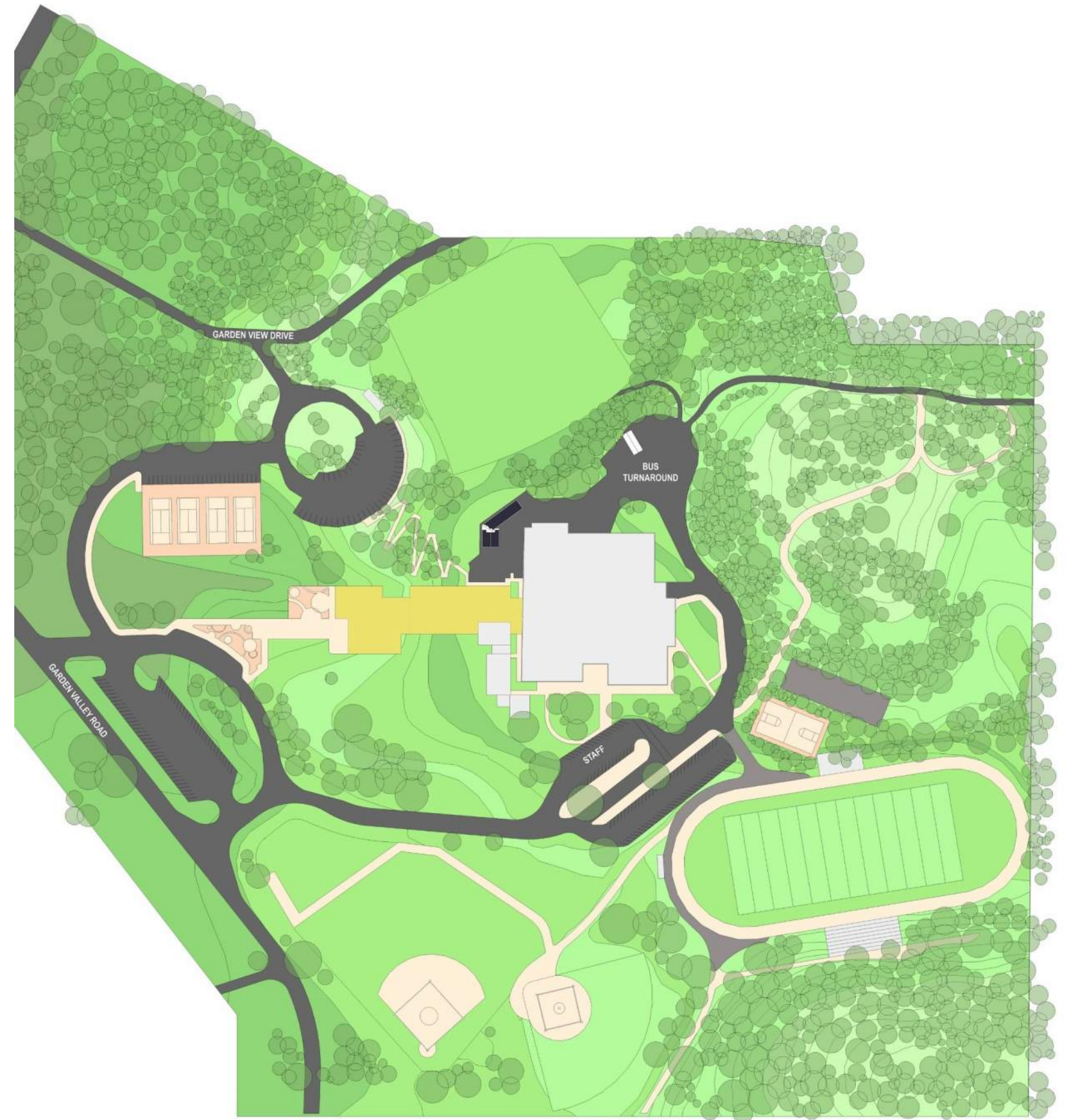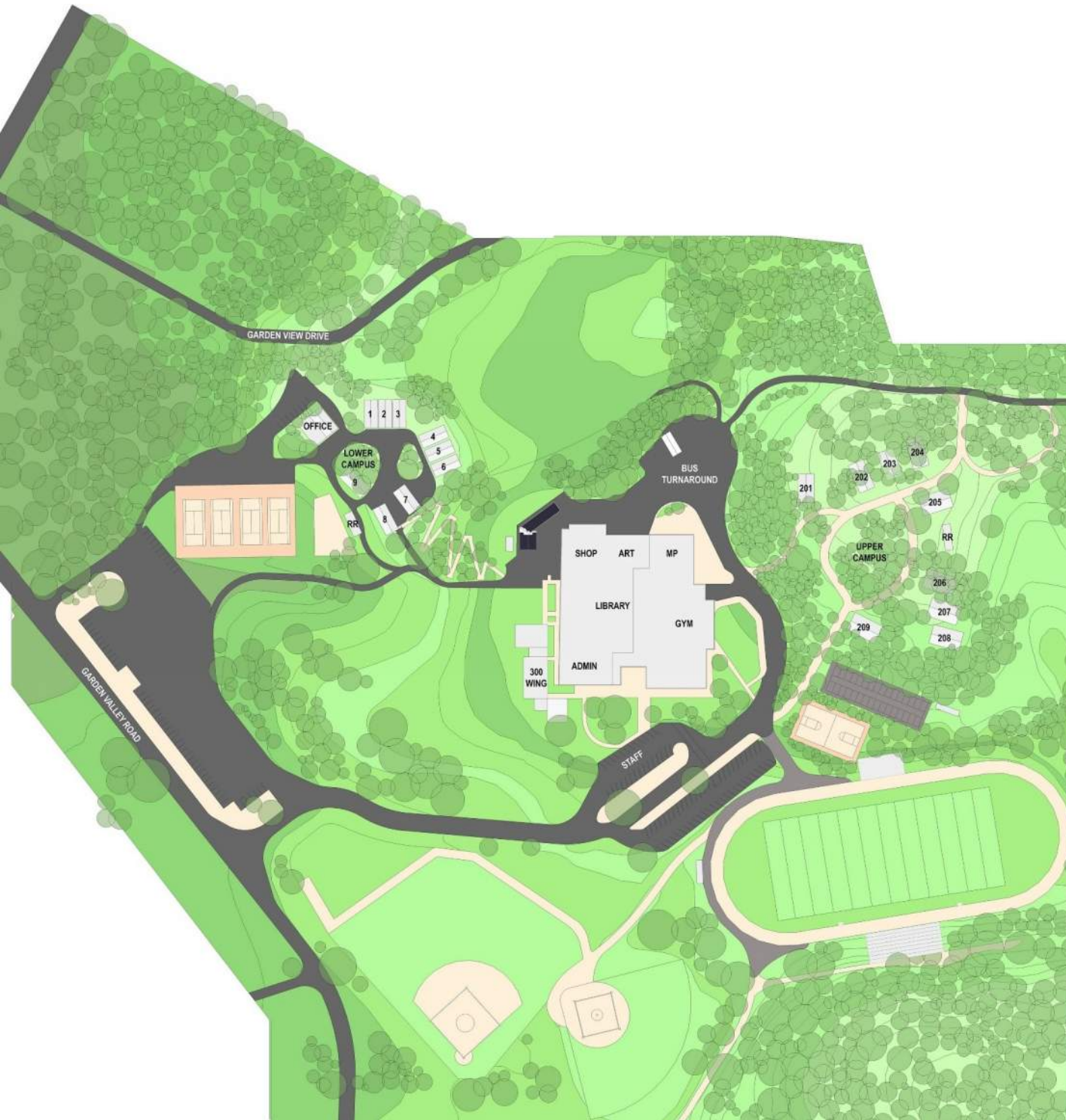
Black Oak Mine USD | VISION for 2030

- Identify the needs to maintain our existing assets
- Address Portable to Permanent Classroom Replacement
- Establish the facility improvements to best support our LCAP/ Educational Needs
- Align facility upgrades with eligible State Funding Opportunities
- Maintain the vision for Black Oak Mine USD as Schools as Centers of Community

Black Oak Mine USD Schools as Center of Community(s)