

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.

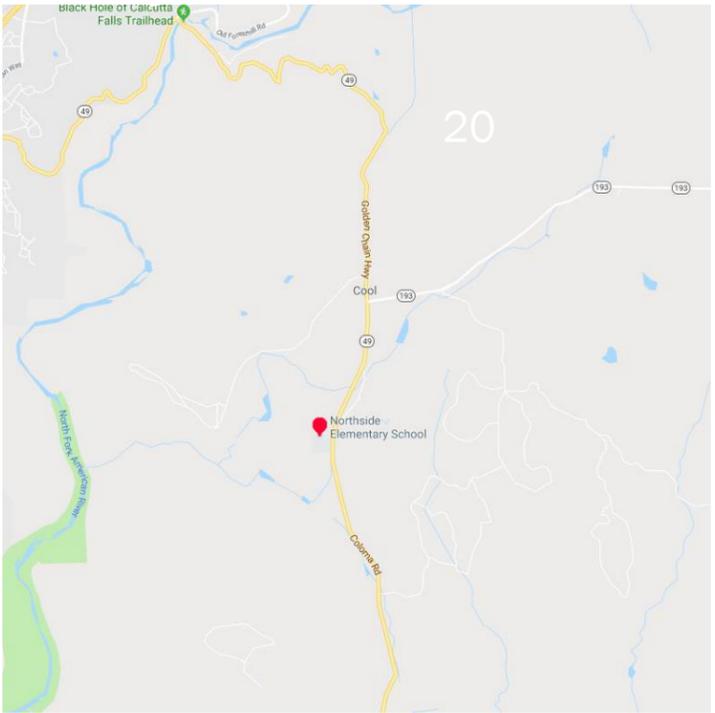
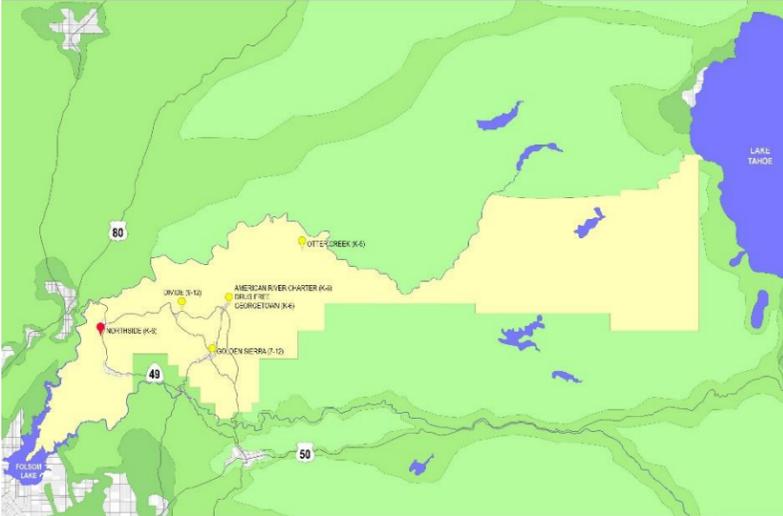
Parent access to the school site is directly off of Wentworth Springs Road. The busses on the other hand pick up and drop off on the opposite side of the campus. Entering the site during peak hours causes vehicle congestion on Wentworth. A dedicated turn lane would resolve this issue. Vehicles exit to 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.



A. R. C. S



Assessment | Summary



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



INDOOR ENVIRONMENTS
Update lighting, improve technology



CAMPUS CORE
Turn lane for cars queuing into campus entrance,



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



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

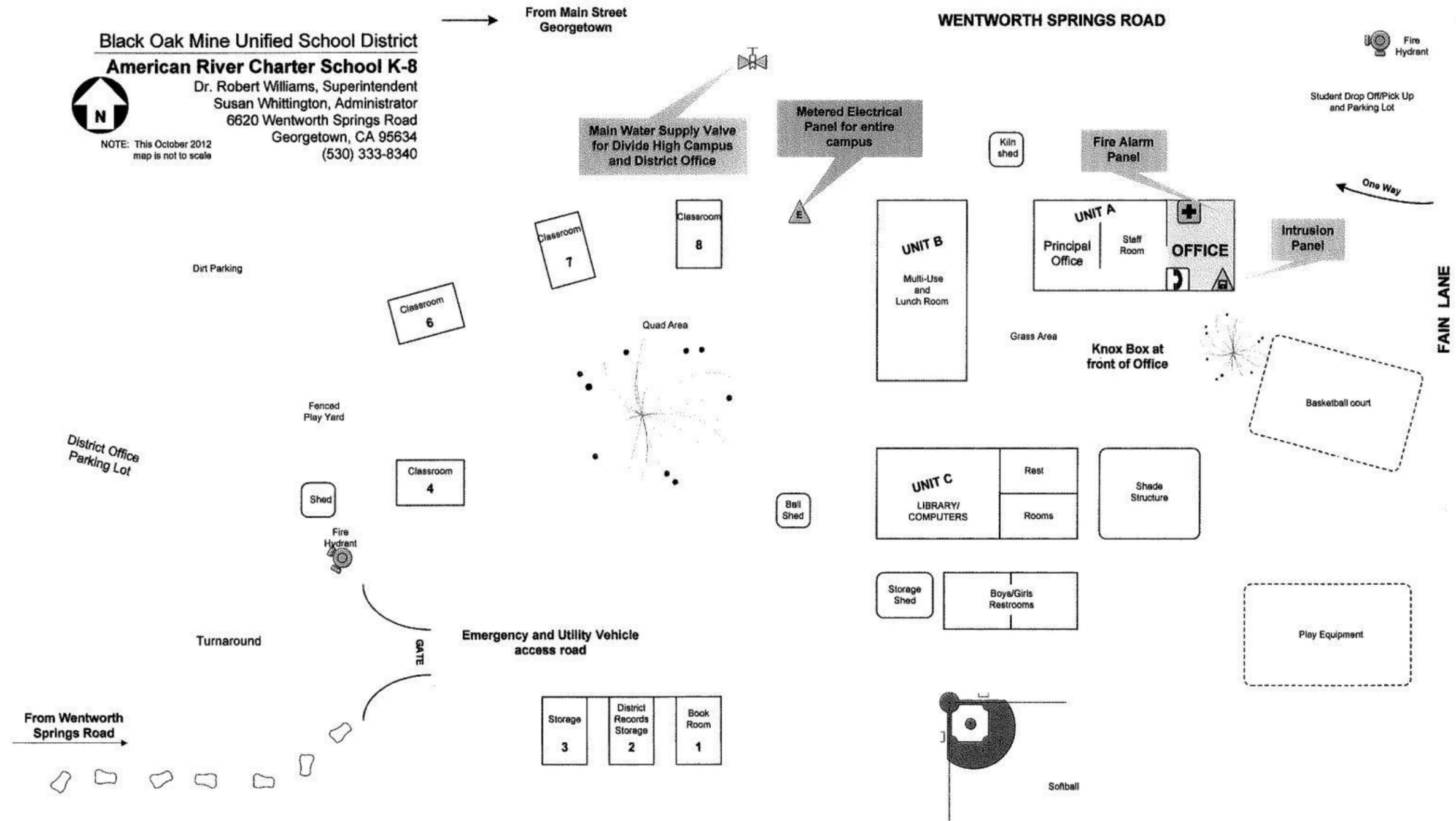


- 1 Ingress/Egress concerns: No sidewalks or crosswalks to campus from parking lot. Parking/drop off area does not have double lanes of drop off, which raises safety concerns. The vehicle drop off zones are not ADA compliant.
- 2 No accessible path to play areas / fields
- 3 AC Paving – Failing
- 4 Batting 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



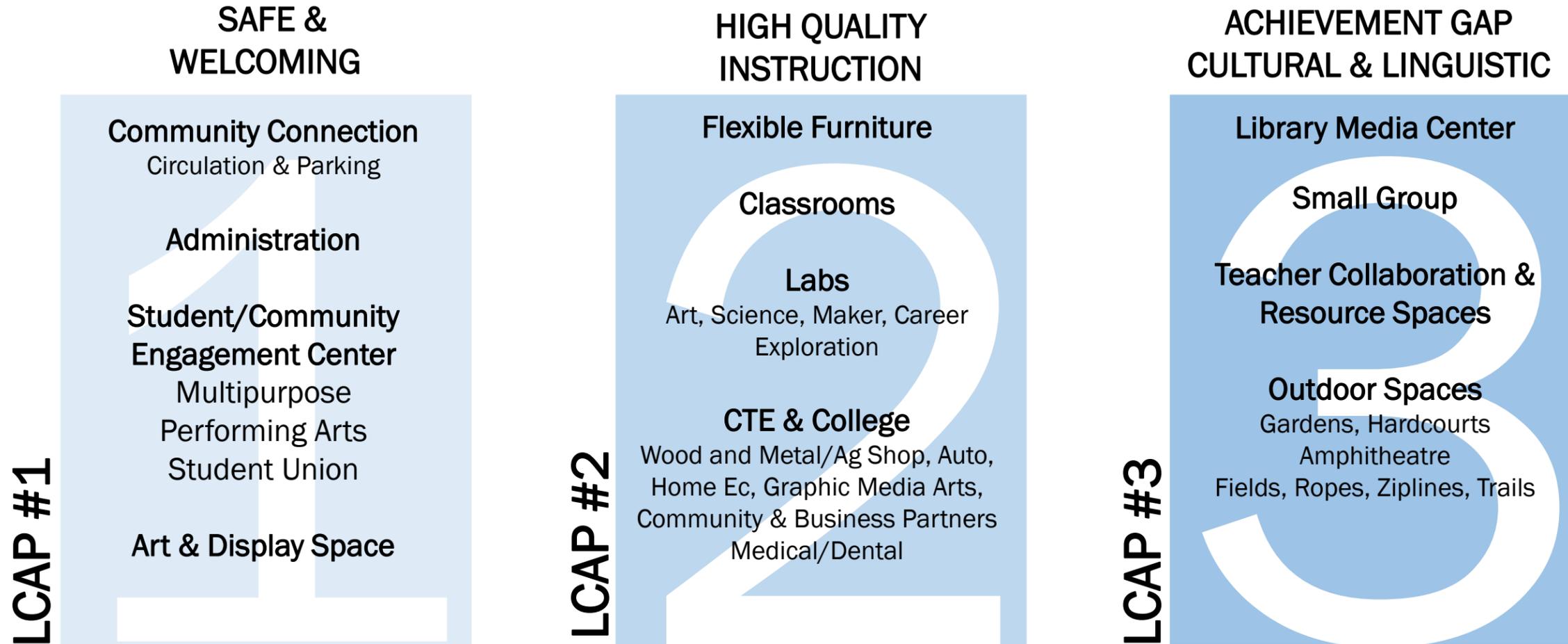
Assessment | Summary

Task:
Need to understand Campus utilization to determine portable to permanent replacement. Please indicated space occupation and provide grade level and usage.



Step 2 | Identify Educational Goals & Needs

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



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

Strategic Plan Overlay | “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. 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 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 will be included within each of the school site master plan documents, as well as the Innovation and Education category for transformational costs.

Homework Assignment (due date 04-26)

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: _____

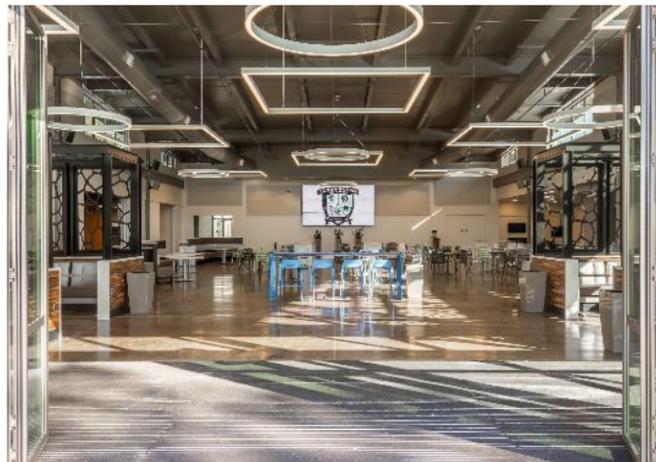
1.2 ADMINISTRATION



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.

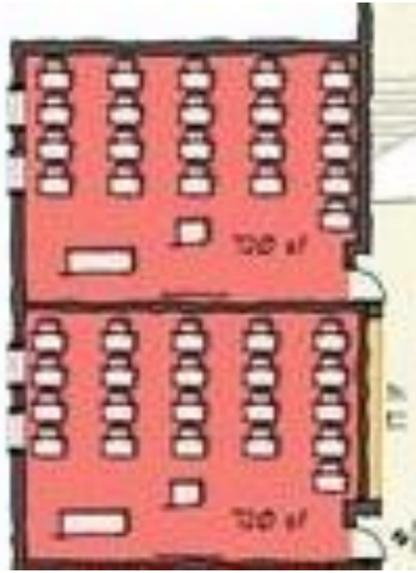
Flexible furniture should allow students to choose a seat based on their personal needs and activity, should be easily reconfigured for small groups, large groups, or individual work. Tables and seating need to accommodate multiple learning media, including technology and charging needs. A variety of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

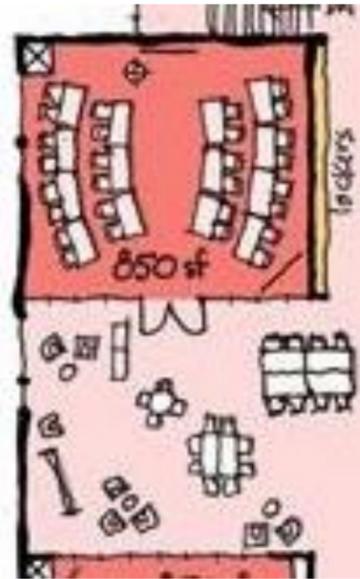
Specific quantity, type, color, and layout of furniture is beyond the scope of this master plan and requires further discussion per site. Your feedback will help us project cost to the district and correctly prioritize this solution.



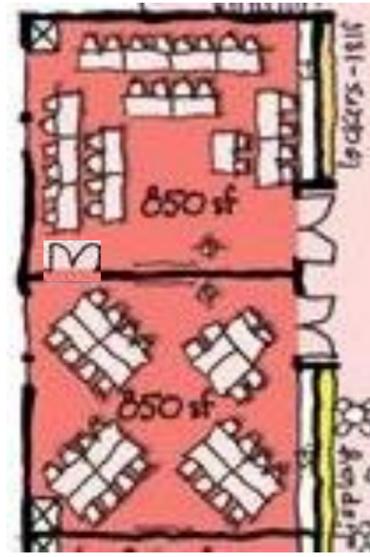
2.2 CLASSROOM (SIZES & CONFIGURATIONS)



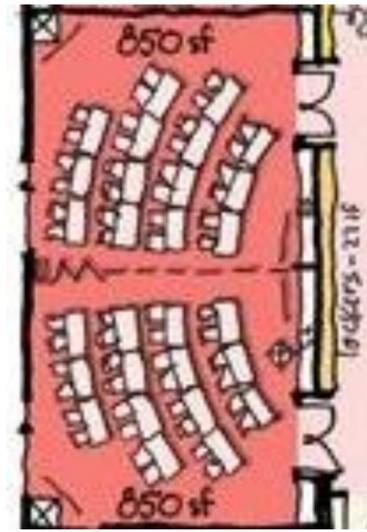
Concept 1:
Typical Classroom



Concept 2: Studio Concept



Concept 3: Flexibility w/ Connectivity:



Concept 4: Team Taught



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

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.

- Our current classroom sizes & configurations meet our educational needs.
- 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 _____



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.

2.3 ELEMENTARY SCHOOL (INTRODUCTORY) LABS (cont'd)

Reading & 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:

2.3 JUNIOR/SENIOR (EXPLORATORY/PATHWAYS) LABS

Art & Science Lab



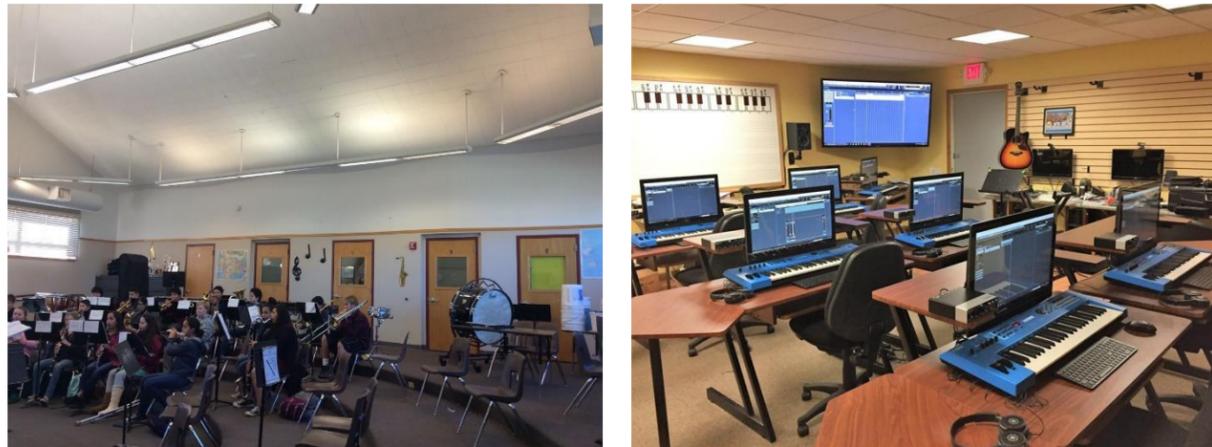
Art & Science Labs are separate from individual classrooms. It will have durable work surfaces, sinks, and materials necessary for projects.

- 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)

Music/Fine Arts/Performance Lab



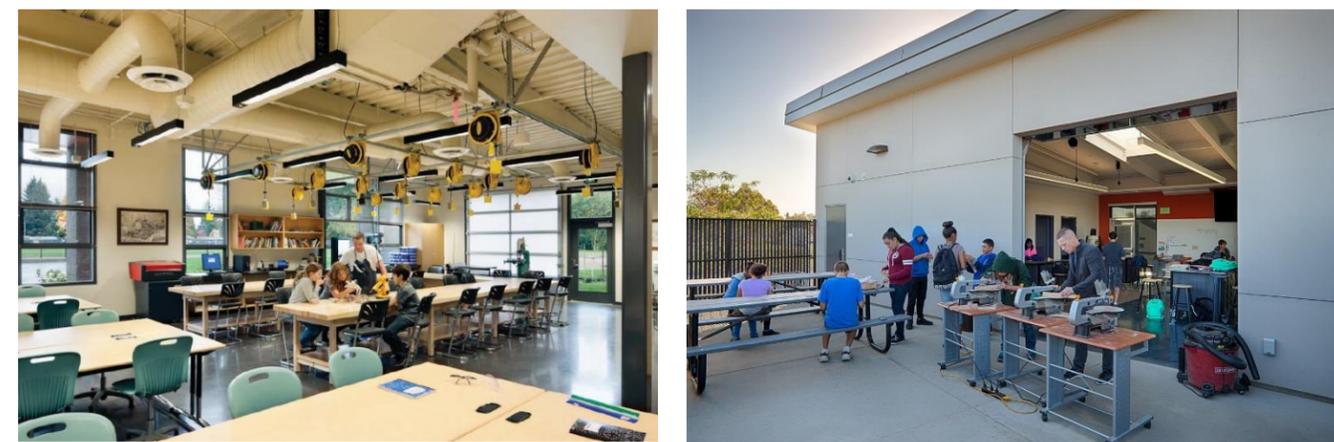
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- We currently use the following space(s) for Music/Fine Arts/Performance:

- We have a lab but it needs the following improvements:

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

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

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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, INDUSTRY, COMMUNITY) LABS

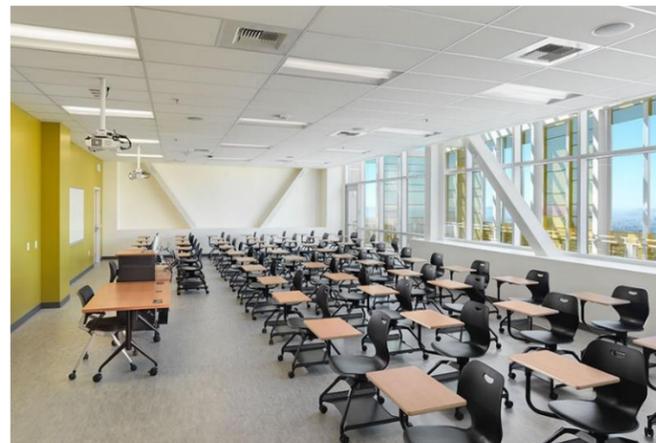
 Industry/CTE/Pathways Labs



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, INDUSTRY, 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: _____