

# A Long Range Strategic Facility Plan

## Linking Education + Facilities + Community + Funding

Board of Trustees Update  
September 8, 2021

*“Each child in the Auburn Union School District will think analytically, solve problems, work cooperatively, explore creatively, and master common core standards. No matter their ability and background, students will be challenged and engaged, and obtain college and career readiness skills for a globally connected society.”*



# 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 “Auburn Union SD 2027”**



# FMP | Collaborative Process

## Steering Committee Workshop #1

VISION | *February 16<sup>th</sup>*

## Steering Committee Workshop #2

GOALS + NEEDS | *March 14<sup>th</sup>*

## Community Workshop #1

VISION + GOALS + NEEDS | *March 29<sup>th</sup>*

## Steering Committee Workshop #3

Preliminary Concepts | *April 18<sup>th</sup>*

## Board Presentation | FMP Update | *May 10<sup>th</sup>*

## Steering Committee Workshop #4

FMP Concepts | *May 12<sup>th</sup>*

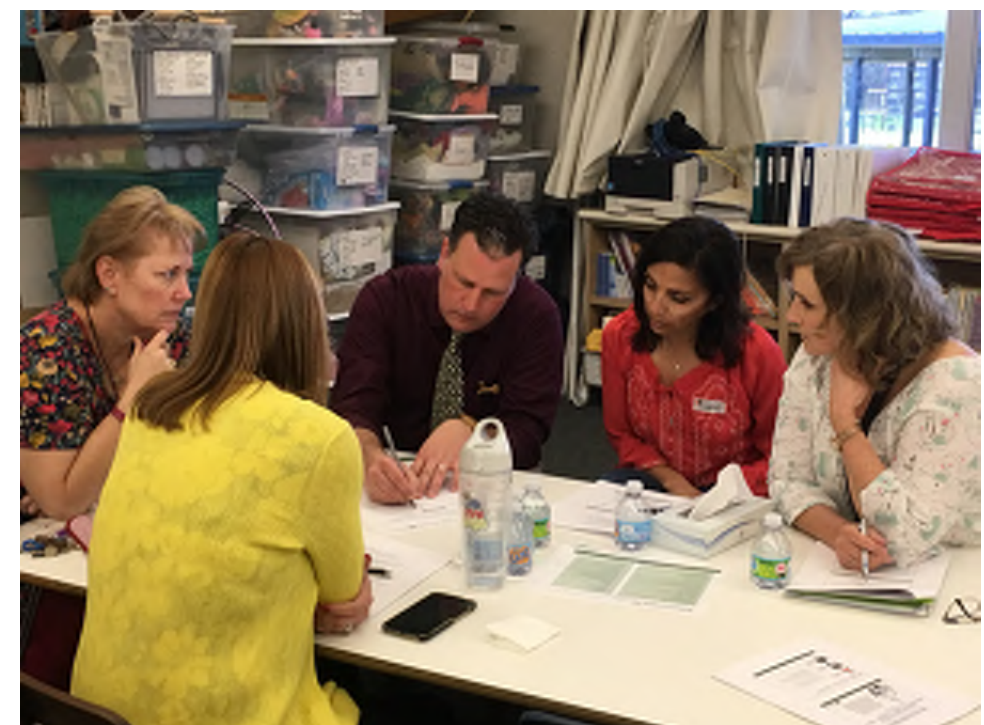
## Community Workshop #2

FMP Concepts | *May 17<sup>th</sup>*

## Steering Committee Workshop #5

Draft FMP Review | *June 2<sup>nd</sup>*

## Board Presentation | Final FMP | *October 2017*





# Steering Committee | Role & Purpose

1. Review District's Vision & Goals
2. Identify what's unique about the Auburn Community
  - Past
  - Present
  - Future
3. Understand Educational Goals
  - Content | What we Learn
  - Context | Where we Learn
  - Learning Process | How we Learn
4. Review Educational & Facility Trends
  - Best Practices
5. Evaluate Facilities Strategies to support Auburn Union SD's Strategic Plan & LCAP Goals
  - Goal 1: High Quality Classroom Instruction
  - Goal 2: Culturally Responsive Environments
  - Goals 3: STEAM Learning Environments
  - Goal 4: Facilities Maintained, in Good Repair
6. Consideration of Auburn Union SD's "Kit of Parts" strategies for achieving the Strategic Plan Goals.
7. Embrace each campuses FMP Needs & Goals



## Steering Committee Members

### Alta Vista Community Charter

Camille Taylor,, Principal  
Mark Cook, Certificated Employee  
Robert Workman, Classified Employee  
Julie Merriam, Community Member

### Auburn Elementary

Aurora Thompson,, Principal  
Jen Russell, Certificated Employee  
Janet Dufour, Classified Employee  
Kelly Loveall, Classified Employee  
Jamie Bladwin, Community Member

### E.V. Cain STEM Charter

Cindy Giove, Principal  
Jeanette Albrecht, Certificated Employee  
Shari Byers, Community Member

### Rock Creek ES

Suzanne Flint, Principal  
Lysa Sassman, Certificated Employee  
Veronica Sanchez, Classified Employee

### Skyridge Elementary

Andy Wood,, Principal  
Emily Gallo, Certificated Employee  
Annette Korn, Health Assistant

### District Office

Wendy Frederickson, Superintendent  
Scott Bentley, CBO  
Ben Newman, Director of M&O  
Bruce Epstein, Director of Technology  
Dianne Brooks, Director of Child Nutrition

### Community

Julann Brown, Board of Trustees President  
Randy Tooker, Boys & Girls Club





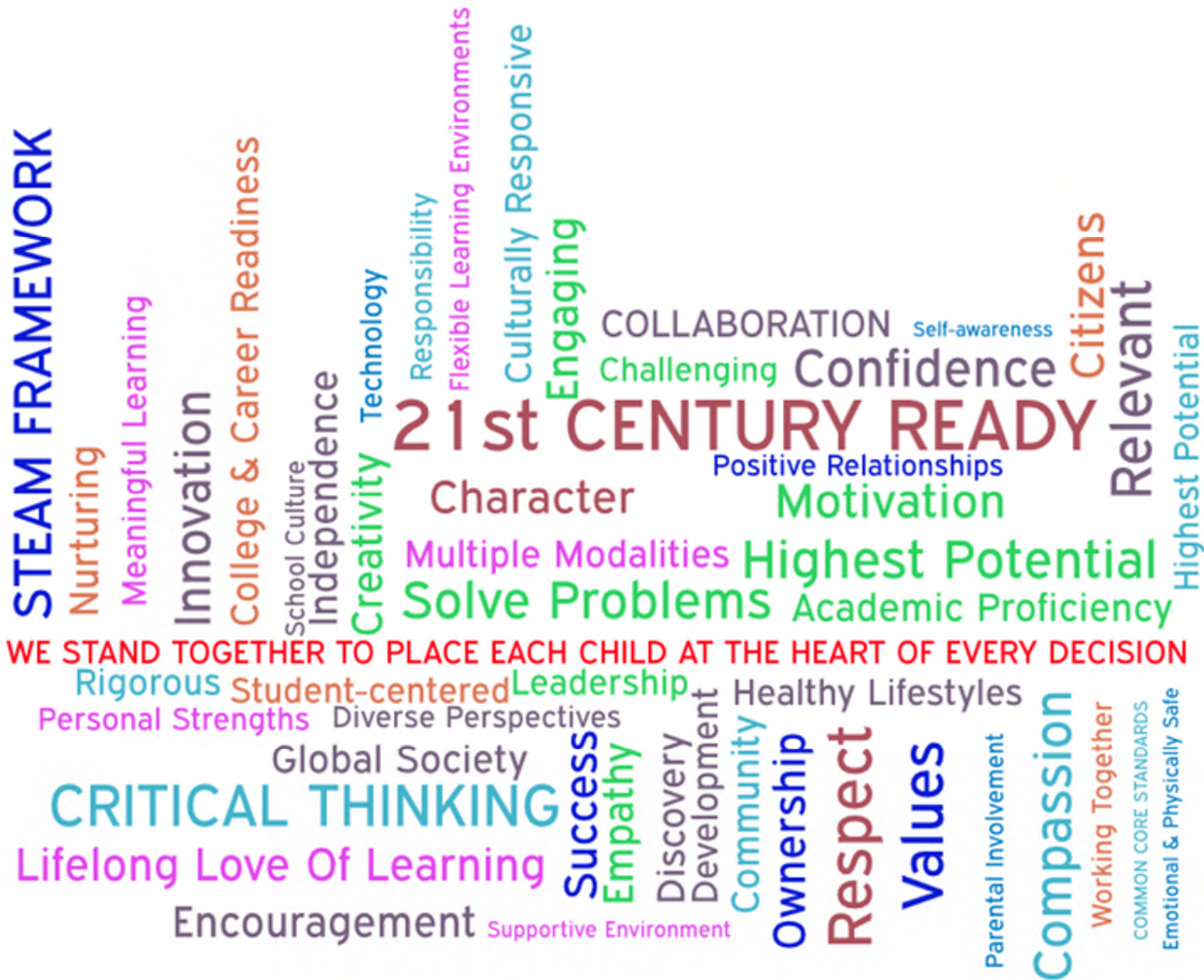
# Step 1 | Capture the Big Picture “Vision” | District Perspective

## VISION Statement:

“We stand together to place each child at the heart of every decision”

## AUSD’S Mission:

“Each child in the Auburn Union School District will think analytically, solve problems, work cooperatively, explore creatively, and master common core standards. No matter their ability and background, students will be challenged and engaged, and obtain college and career readiness skills for a globally connected society.”

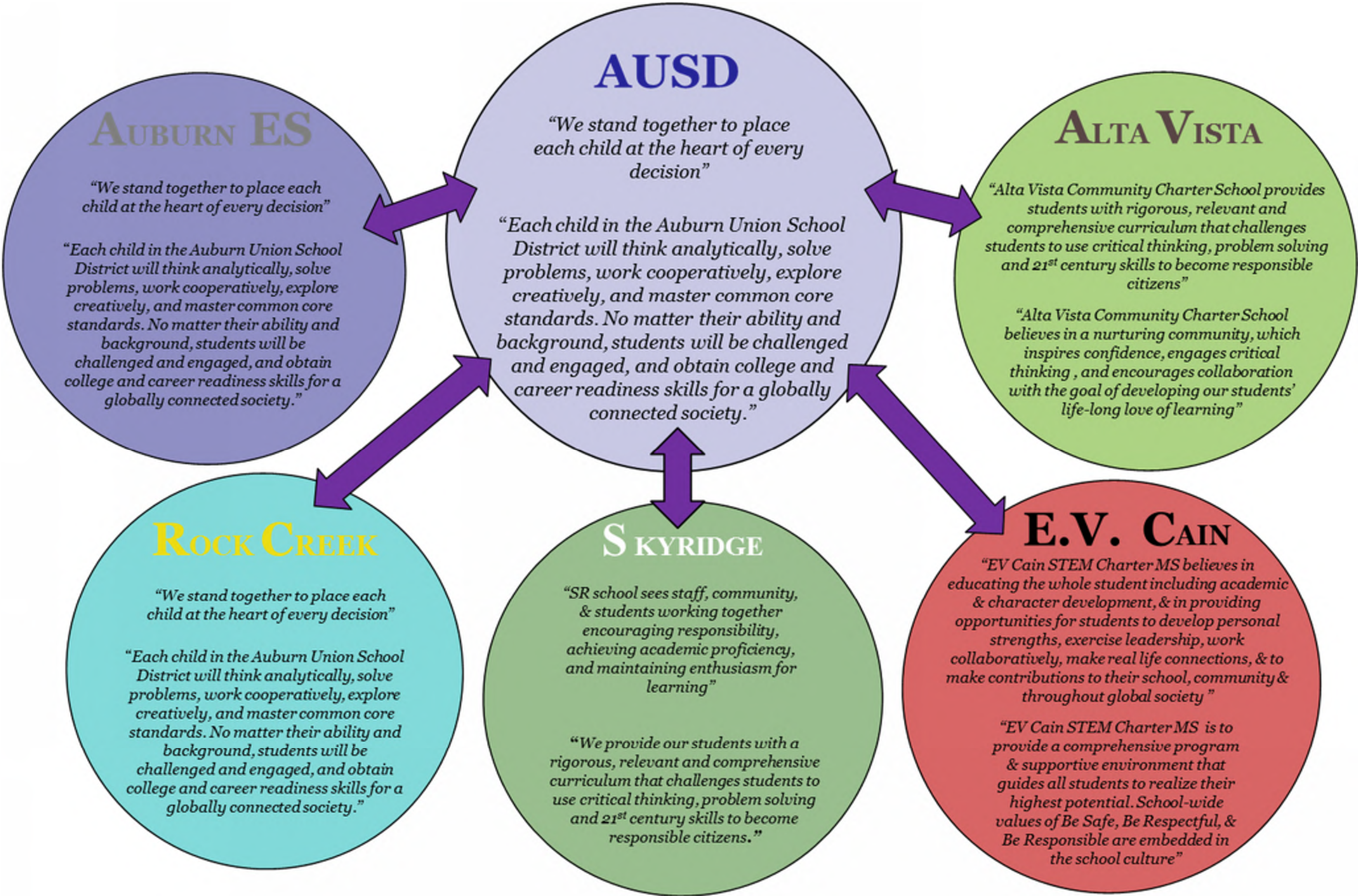


Steering Committee’s | Reflections on Mission & Vision





# Step 1 | Capture the Big Picture “Vision” | School Sites





# Step 2 | Identify Educational Goals & Needs

*If form follows function then form follows curriculum....*

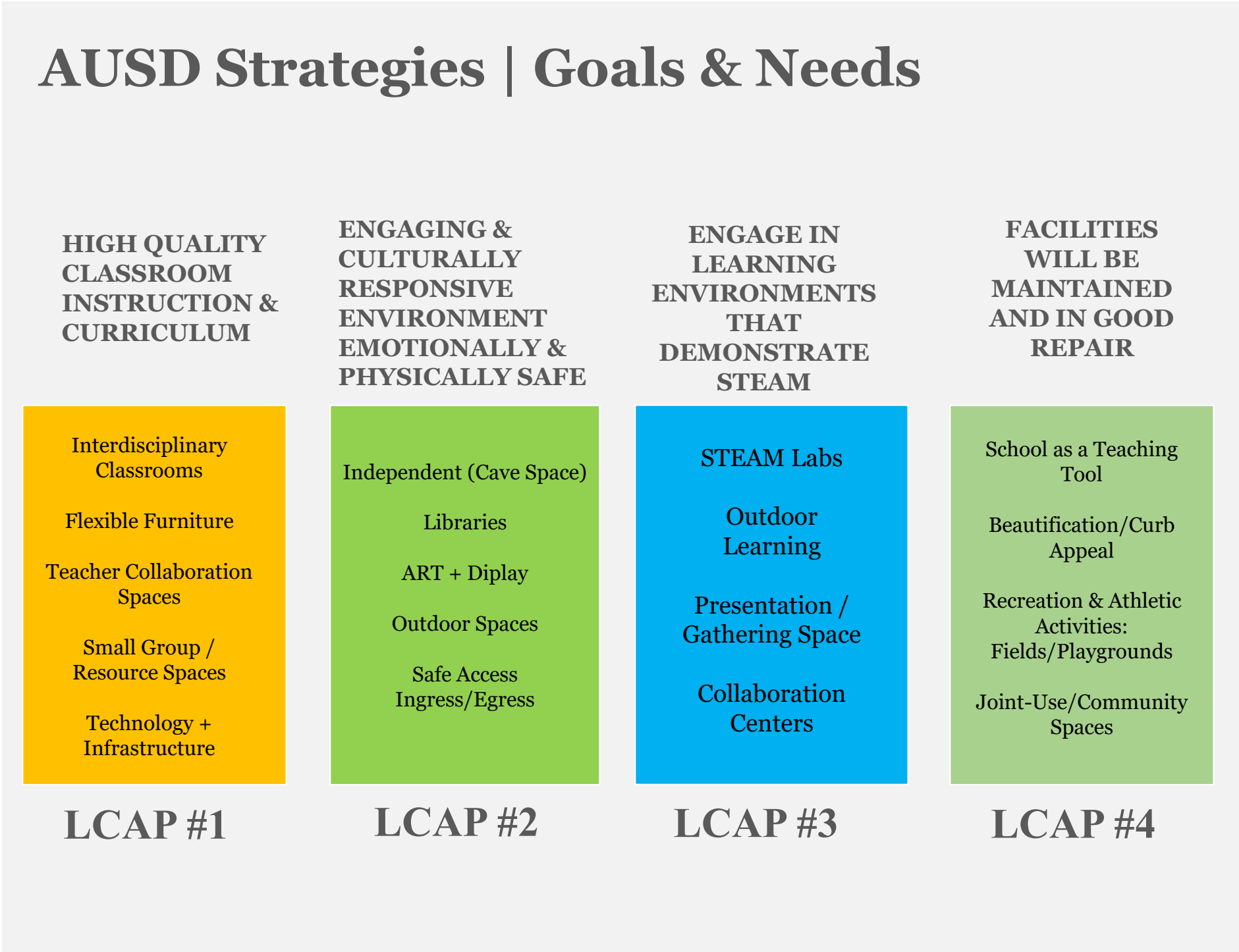
## AUSD's 2017 LCAP Goals:

**Goal 1:** *Students will demonstrate continuous progress toward increasingly challenging goals in an environment that provides high quality classroom instruction and curriculum*

**Goal 2:** *Students will learn in an engaging & culturally responsive environment that is emotionally and physically safe.*

**Goal 3:** *All students will engage in learning opportunities at schools that demonstrate STEAM (Science-Technology-Engineering-Arts-Mathematics) framework.*

**Goal 4:** *Maintain quality educational program in which all students have access to the basic educational services that comprise a quality educational program. All teachers will be credentialed in the subject areas and grade levels they are teaching; students will have access to standards-aligned instructional materials, facilities will be maintained and in good repair.*



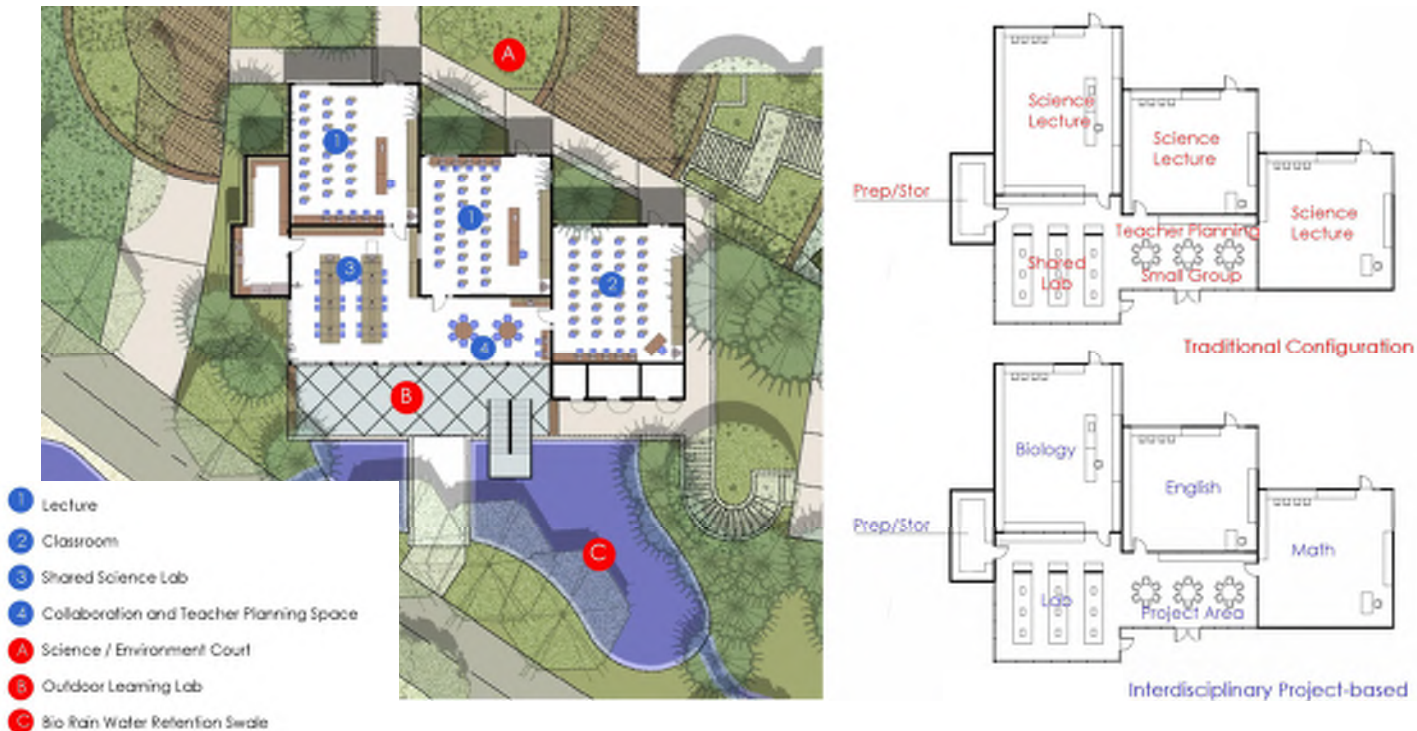


# 2017 LCAP Goal #1

*Students will demonstrate continuous progress toward increasingly challenging goals in an environment that provides high quality classroom instruction and curriculum.*

## Strategy 1.1 | Interdisciplinary Classrooms

Classroom concepts to support high quality instruction & curriculum, student focused, blended learning, flexible furniture, technology infused instruction.



- 1 Lecture
- 2 Classroom
- 3 Shared Science Lab
- 4 Collaboration and Teacher Planning Space
- A Science / Environment Court
- B Outdoor Learning Lab
- C Bio Rain Water Retention Swale



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

## Strategy 1.2 | Flexible Furniture

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.



- Mobile Teacher Desks
- Varied Seating Options
- Mobile Tables & Chairs

- Increased opportunity for technology; demonstration & student/group centered
- Multiple Learning Mediums





# 2017 LCAP Goal #1

*Students will demonstrate continuous progress toward increasingly challenging goals in an environment that provides high quality classroom instruction and curriculum.*

## Strategy 1.3 | 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.



## Strategy 1.4 | Small Group Space

Small group spaces are critical to 21<sup>st</sup> 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.





# 2017 LCAP Goal #1

*Students will demonstrate continuous progress toward increasingly challenging goals in an environment that provides high quality classroom instruction and curriculum.*

## Strategy 1.5 | Technology & Infrastructure

From teacher demonstration / instruction, to student access through computers, chrome books, the potential for BYOD (bring your own device), small group and large group presentations and wireless access in both interior and exterior learning environments technology improvements are continuous.





# 2017 LCAP Goal #2

*Students will learn in an engaging & culturally responsive environment that is emotionally and physically safe.*

## Strategy 2.1 | Independent / Personal Cave Space

As we understand through multiple intelligences, every student learns differently. Beyond their learning modalities the importance of social and emotional learning is important. Creating space for students to reflect and re-center can be of great value, especially when these spaces are within a classroom.



## Strategy 2.2 | Library / Media Centers

Libraries can be treated in many ways. In all cases, they should be comfortable spaces where students can read, explore and make connections beyond the campus. Information and the environment should be relevant to students' learning and be a fun place to want to go. Considerations should also be made for libraries to be a hub; linking the school and the community – before, during and after school.



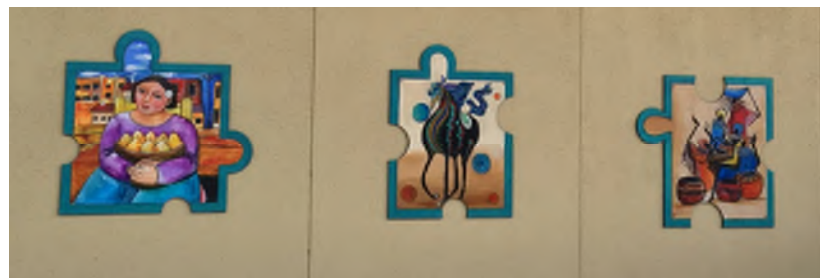


# 2017 LCAP Goal #2

*Students will learn in an engaging & culturally responsive environment that is emotionally and physically safe.*

## Strategy 2.3 | Art & Display

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



## Strategy 2.4 | Outdoor Spaces

As we understand that learning happens everywhere, the outdoor environments are places that every student looks forward to each day. Lets create that spaces as fun, emotionally and physically safe.





# 2017 LCAP Goal #2

*Students will learn in an engaging & culturally responsive environment that is emotionally and physically safe.*

## Strategy 2.5 | Safe Access- Ingress/Egress

Morning drop-offs and afternoon pick-ups are the two most congested times in every school day. Many of the AUSD school sites have received some improvements over the years, however as the building code changes, and behaviors of parents change each school site will be reviewed for access. We encourage that each school site administration continue to educate its parents and students at the start of each school year. As the AUSD schools, are neighborhood schools, vehicle and pedestrian access requires continual monitoring.



Auburn Elementary



Alta Vista ES



Skyridge ES



EV Cain MS



Rock Creek ES



# 2017 LCAP Goal #3

All students will engage in learning opportunities at schools that demonstrate STEAM (Science-Technology-Engineering-Arts-Mathematics) framework.

## Strategy 3.1 | STEAM Labs

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.



## Strategy 3.2 | Outdoor Learning

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.





# 2017 LCAP Goal #3

All students will engage in learning opportunities at schools that demonstrate STEAM (Science-Technology-Engineering-Arts-Mathematics) framework.

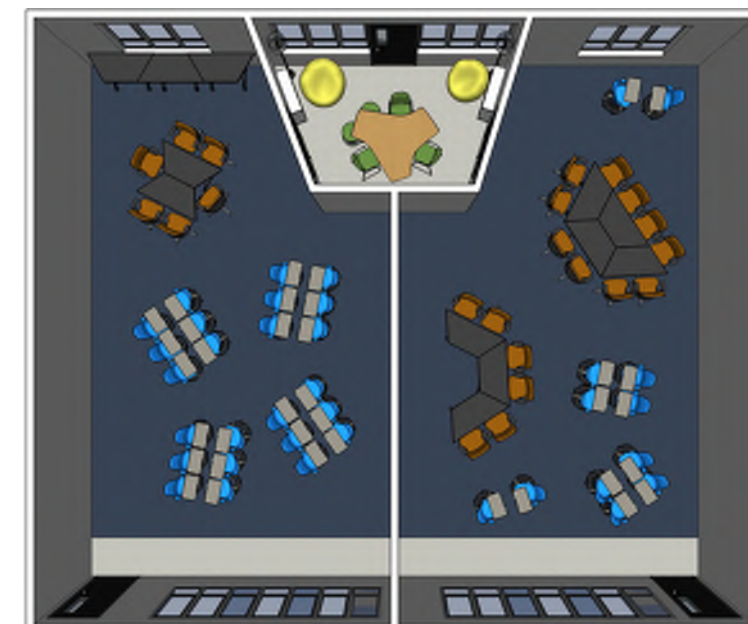
## Strategy 3.3 | Presentation / Gathering Space

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 auditorium) or by hosting events at the library or fields, or by hanging up student work for the community to see.



## Strategy 3.4 | Collaboration Centers

Collaboration Centers are locations for people to come together. Whether it's a students group, teachers group or student(s) and teacher group these spaces provide opportunities for connectivity adjacent other active teaching spaces.



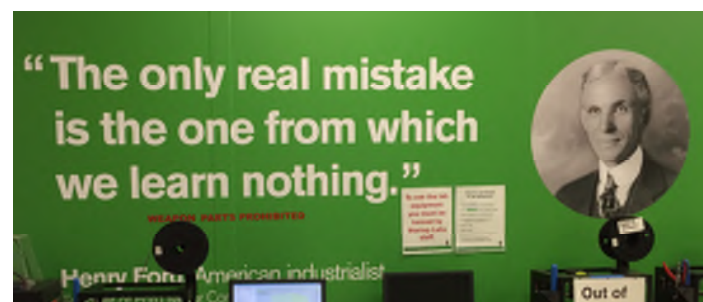


# 2017 LCAP Goal #4

*Maintain quality educational program in which all students have access to the basic educational services that comprise a quality educational program. All teachers will be credentialed in the subject areas and grade levels they are teaching; students will have access to standards-aligned instructional materials, facilities will be maintained and in good repair.*

## Strategy 4.1 | School as a Teaching Tool

Our learning environments can be used as a 3D textbook of instruction, providing students an awareness of linking education + architecture + sustainability in real-world, relevant applications.



## Strategy 4.2 | Beautification / Curb Appeal

The approach and main entry is an important element of a school. It provides a daily sense of invitation and welcoming to the Administrative Offices, while also creating a safe and secure boundary between the campus and the community.





# 2017 LCAP Goal #4

*Maintain quality educational program in which all students have access to the basic educational services that comprise a quality educational program. All teachers will be credentialed in the subject areas and grade levels they are teaching; students will have access to standards-aligned instructional materials, facilities will be maintained and in good repair.*

## Strategy 4.3 | Recreation & Athletic Activities

Physical education and team sports are a critical component of our elementary and middle school cultures. Our indoor / outdoor recreational facilities are used extensively by AUSD as well as other community partners. The building and site facilities require continued, on-going maintenance to sustain their use.



Auburn Elementary



Alta Vista ES



Sky Ridge ES



EV Cain MS



Rock Creek ES

## Strategy 4.4 | Joint-Use Community Spaces

AUSD has many partnerships within the community. Some of these include Auburn Youth Soccer, Boy's & Girl's Club, Boy's Scouts & Associated Girl Scouts. Continued conversations are encouraged to leverage the linkage as Schools as Centers of Community and relevance of STEAM education with the community business and educational partners.



# Step 3 | Assess Existing Conditions | Approach

1. Conducted individual School Site Surveys soliciting input from:
  - Administration
  - Teachers
  - Maintenance & Grounds
  - Parents
  - Students
2. Conducted interviews with School Site Principals
  - Collected site input
  - Reviewed school site mission & goals
3. Walked School Site campus with representatives of District and/or School Site Maintenance & Grounds Staff
4. Conducted Independent School Site Assessment
5. Solicited input from Steering Committee & Community Workshops



## 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 | Outcomes

 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

- 21<sup>st</sup> Century Learning
- Enhance the Educational Climate
- The Whole Child





# Step 4 | Develop Transformation Concepts | Kit of Parts

In conducting each school site assessment, school-site representatives received concept strategies – the “kit of parts” – that derived through our committee discussion of trends and goals for the district. The request is that these strategies be considered as opportunities for each school site to consider relative to fulfilling the district’s and/or school site’s educational goals.

**Outcome:** each school site Principal and committee member representatives will conduct outreach to their school sites as necessary to seek an additional round of comments and consensus on the information presented. Committee members will then share back those comments during site assessments and future committee meetings.

Assessment | Site Constraints + Opportunities



1

Ingress/Egress concerns: Traffic flow is generally good, though steep topography changes throughout the campus present accessibility concerns. Parking occurs in many areas throughout the site.

2

A remodel of the Administration and entry is desired to create identity and make the campus feel more welcoming and secure.

3

A solar array is desired as covered parking in this lot.

4

Classrooms need general maintenance such as paint, repaired/replaced ceiling and flooring, casework, etc. Mirrored window tinting is desired throughout campus. New locks are needed. Re-programming the campus alarm system is desired.

5

Hillside drainage causes water ponding in this area. Formalization of the pond is desired as a learning opportunity and to control drainage.

6

Portables are eligible for replacement match funding and the site would benefit from replacement. Consider replacing these science portables with classrooms for 6th grade.

7

Many of these portables are near or currently eligible for replacement match funding and the site would benefit from replacement. Consider replacing these science portables with a Design lab, which would have a maker lab, a clean collaborative workspace, and a large open space for projects and learning.

8

This school is in a natural wildlife corridor. The campus would like to use that feature as a life lab and create different biomes between classroom wings.

9

The old kitchen and staff room would like to be transformed into a functional teacher collaboration room and break room.

10

The music room is a portable and may be eligible for replacement match funding within the next 5 years. Consider replacement with permanent facility that has better storage for instruments and music.

11

Handports are cracking and need repair. Replacement of basketball hoops and broken water pipe is desired. Removal of apparatus area is desired.

12

Field is in need of major repair. Replacement with an all-weather field is desired.

13

Security in this area is a question. It is desired to keep open connection with the Placer County Library, but access is hard to manage and it is easy for pedestrians to overlook the entire campus.

14

Rooms 16 & 17 are used as a weight room and cannot be adequately supervised without removal of the wall between the rooms.

EV CAIN MIDDLE

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Assessment | Future Opportunities



1.2

Flexible furniture is desired in all classrooms and teacher collaboration spaces

1.3

Create new Teacher Collaboration Centers. These centers would pull teacher desks out of the classroom to give teachers better ability to collaborate. Classrooms will then be available to all teachers throughout the day, maximizing their use.

1.5

Consider a teaching/learning solar array in this location.

1.5

Incorporate solar renewable energy systems on all roofs of new construction.

2.4

Embrace and enhance wildlife corridor in this area. Consider developing life labs, live ponds, wetland environments, gardens, walking path, outdoor classrooms, and sustainable landscape etc. in this area.

2.4

A shade structure is desired at handcourts and/or field.

2.5

An accessible path of travel into campus is needed. Parking lots are scattered and while drop off aisles are meet CDC standards, flow of traffic is confusing and campus lacks a sense of entry. Further investigation of this issue is needed as funds allow for improvements.

3.1

Replace (E) portables with new design-theory STEAM building that includes science labs, technology labs, elective classrooms, open work space, a clean work room, Art labs, and a music room. Allow for indoor-outdoor connections.

3.1

Replace (E) music room portable with permanent athletic studios (i.e. weight rooms) that have access to locker rooms and gymnasium. Music room will be incorporated into new STEAM building.

4.2

Remodel old gymnasium to house administration and visitor entry, library/media center, and a "global learning center" The global learning center will provide students with flexible furniture and soft seating for students to work. It will have a lunch line and cafe tables for eating. It will have rolling whiteboards and technology support for collaboration.

4.3

Replace field with an all-weather turf field appropriate to host leagues, tournaments, and possibly joint-use activities with ARD.

4.3

Remove (E) apparatus area and extend handcourts. Repave and repaint handcourts. Replace basketball hoops.

EV CAIN MIDDLE

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# Step 5 | Document the FMP – District Summary

Systems/Finishes

LCAP – Kit of Parts Overlay

Auburn Union School District Cost Summary						
	Auburn ES	Rock Creek ES	Skyridge ES	Alta Vista Charter	EV Cain MS	TOTAL
Code	\$37,705	\$332,067	\$50,421	\$1,462,602	\$121,211	\$2,004,006
M&O	\$6,696,226	\$5,396,645	\$6,083,482	\$4,320,053	\$8,651,438	\$31,147,844
Cost Summary Total	\$6,733,931	\$5,728,712	\$6,133,903	\$5,782,655	\$8,772,649	\$33,151,850
INNOVATION & EDUCATION (IE): Auburn 2027 Vision						
Goal 1   High Quality Classroom Instruction & Curriculum						
1.1 Interdisciplinary Classroom	\$355,148	\$7,678,776	\$87,372	\$183,378	n/a	\$8,304,674
1.2 Flexible Furniture	\$290,000	\$400,000	\$315,000	\$185,000	\$415,000	\$1,605,000
1.3 Teacher Collaboration Space	\$70,547	\$599,354	\$156,022	\$208,029	\$1,872,263	\$2,906,215
1.4 Small Group Space	\$70,730	n/a	n/a	n/a	n/a	\$70,730
1.5 Technology & Infrastructure	\$169,818	\$156,022	n/a	\$104,847	\$1,364,672	\$1,795,359
Goal 2   Learn in an engaging, culturally responsive environment that is emotionally and physically safe						
2.1 Independent / Personal Cave Space	n/a	n/a	n/a	n/a	n/a	\$0
2.2 Library / Media Center	\$1,560,219	\$1,897,227	\$785,310	\$655,292	\$1,668,395	\$6,566,443
2.3 Art & Display	n/a	n/a	\$17,891	\$16,642	n/a	\$34,533
2.4 Outdoor Spaces	n/a	\$503,431	\$139,818	n/a	\$374,453	\$1,017,702
2.5 Safe Access - Ingress / Egress	\$961,095	\$509,672	\$391,095	\$3,130,580	\$152,225	\$5,144,667
Goal 3   Demonstrate STEAM framework						
3.1 STEAM Labs	\$7,934,236	\$3,640,512	\$10,147,667	\$1,248,176	\$15,756,135	\$38,726,726
3.2 Outdoor Learning	\$946,013	\$135,219	n/a	\$1,206,778	\$211,150	\$2,499,160
3.3 Presentation & Gathering Spaces	n/a	n/a	\$41,606	\$1,123,358	n/a	\$1,164,964
3.4 Collaboration Centers	n/a	n/a	n/a	n/a	n/a	\$0
Goal 4   Maintain Quality Education Program - all students have access to basic educational services						
4.1 School as a Teaching Tool	n/a	n/a	n/a	\$1,092,154	n/a	\$1,092,154
4.2 Beautification / Curb Appeal	n/a	n/a	n/a	\$28,084	\$52,007	\$80,091
4.3 Recreation & Athletic Activities	n/a	n/a	\$531,515	n/a	\$3,939,034	\$4,470,549
4.4 Joint-Use Community Spaces	\$1,685,037	n/a	n/a	n/a	n/a	\$1,685,037
A: Other (Additional Kindergarten classroom)	n/a	n/a	\$1,204,489		n/a	
IE Summary Total	\$14,042,843	\$15,520,213	\$13,817,785	\$9,182,318	\$43,350,632	\$77,164,004

All project costs are 2017 \$'s





# Step 6 | Approve Auburn Union SD's Vision for 2027

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

## Auburn Elementary School Mission

*"Each child in the Auburn Union School District will think analytically, solve problems, work cooperatively, explore creatively, and master common core standards. No matter their ability and background, students will be challenged and engaged, and obtain college and career readiness skills for a globally connected society."*

## Narrative Summary

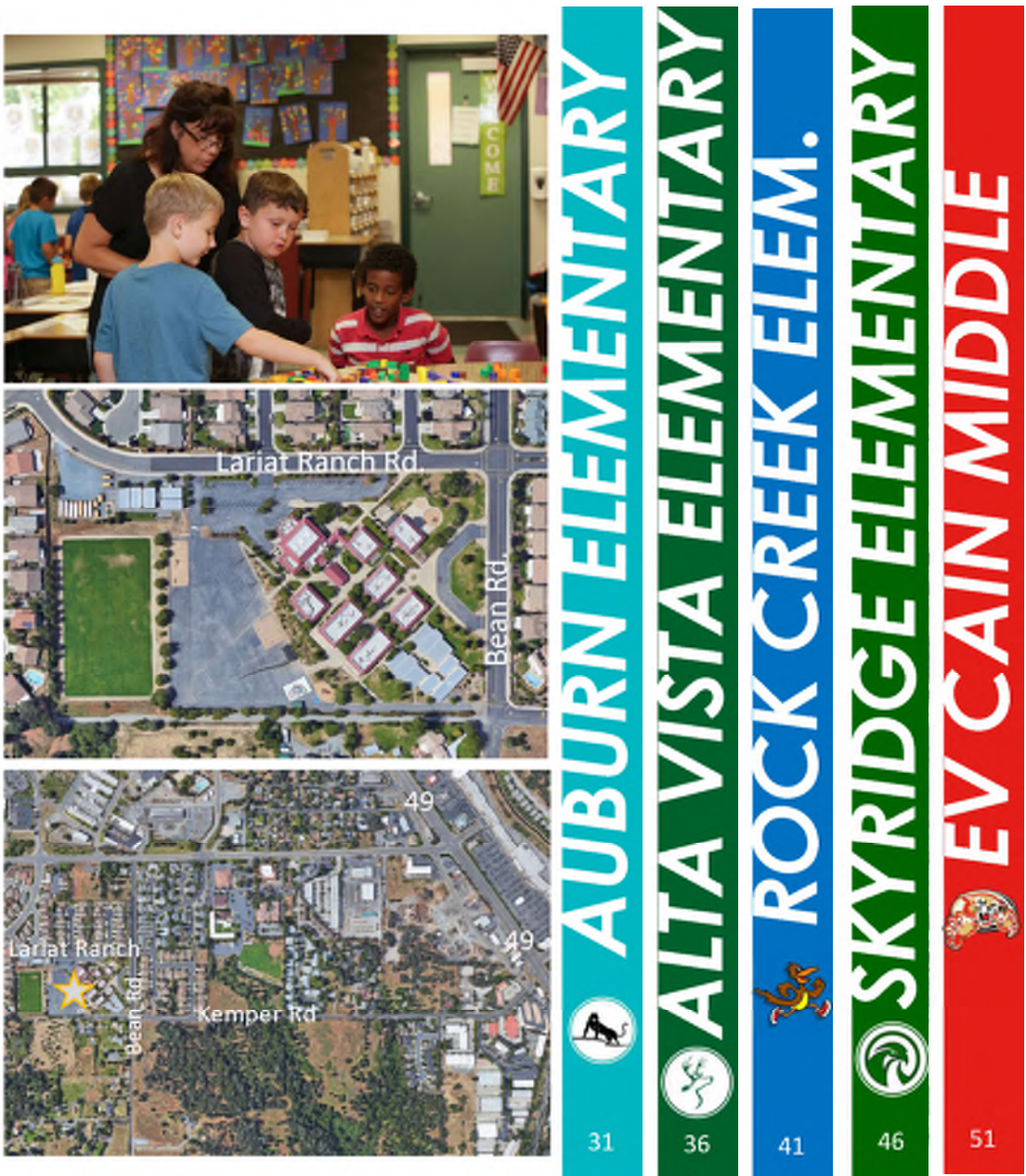
Auburn Elementary School is located on a 12.4-acre site in north west Auburn on the west side of highway 49. The site is bordered by a planned residential subdivision and larger residential properties to the south. The site is essentially two tiers with the parking lots, bus drop off and buildings located on the upper tier and hardcourts and playfields located on the lower tier and accessed from a lengthy ramp and central staircase. Approximately 510 TK - 5<sup>th</sup> grade students attend Auburn Elementary. The campus considers itself tech savvy and is currently delivering STEAM focused learning but without a STEAM specific space for building/making. It was noted that science can and will be delivered in a standard classroom space but more sinks would support success in delivering the Next Generation Science Standards (NGSS).

The entire campus was constructed in 1995 and consists of an administration building, multipurpose, library/computer lab, kindergarten building, 4 classroom pods, and multiple portables. There has been no modernization to date. Sate program eligibility for modernization would occur in 2020 for the permanent buildings and 2015 for the portables. Overall the buildings are in relatively good condition with the exception of some maintenance items including: leaking roofs, overall maintenance including landscape and grounds, and replacement of the HVAC units may soon be urgent.

The Auburn classrooms are located in grade level configurations taking advantage of the collaboration spaces attached to each of the three classrooms in buildings E, F, G, & H. The site would work best with three classrooms at each grade level but currently there are more than three and Kindergarten is split into two distinct areas on site. Classrooms 4 and 5 are used for two of the Kindergarten classes and are considered inappropriate due to not having bathrooms and being separated from the kindergarten play areas. The interior of the buildings are in good shape but would benefit from a modernization. The site requests include: additional storage, improved technology (preferably wireless flatscreen technology) and more whiteboards.

The school is of adequate size for its population per CDE standards. Both hardcourts and fields are ample but in need of maintenance and repair. Hardcourts need crack repair, resealing and striping. The field has grading and drainage issues. The track is in need of maintenance and repair. The grounds need better care and maintenance of the landscape. Transformation on the site that are desired include: repair fields, create indoor/outdoor connectivity, a new outdoor amphitheater with a wind/weather screen so it may be a viable teaching area with a terraced podium, benches, garden classes and presentation/display opportunities. The existing amphitheater is not used to its potential as it is considered to be too disruptive to the remainder of the campus because of its proximity to classrooms.

Opportunities for transformation additionally include: a dedicated STEAM maker space may be developed in an existing oversize portable or in that same location if portable to permanent construction is completed. The location provides immediate access to the outdoors and in a location that would work well for student projects. The space should be large, alarmed, have plenty of storage, ability to house multiple classes, and lots of technology and whiteboards. It is desired to remove walls between classrooms and replace with moveable whiteboards. More indoor/outdoor connectivity would be great at this campus. A staff professional room is desired. With flexible furniture. A dedicated space for IEP's, conferences and collaboration would support the needs. A moveable wall between the computer lab and the library is desired. Based on the opportunities, facility conditions and code issues identified in this report, Auburn appears to be in great condition and in need of further transformations and minimal code upgrades. Upgrades required for code compliance will likely be minimal due to the age of buildings and the topography of the site.





# EV Cain Middle School Mission

*“EV Cain Middle School believes in educating the whole student including academic & character development, & in providing opportunities for students to develop personal strengths, exercise leadership, work collaboratively, make real life connections, & to make contributions to their school, community & throughout a global society.”*

## Narrative Summary

EV Cain Middle School is located on a 15.1-acre site in Auburn on the west side of highway 49. The site is bordered by Palm Avenue on the north and commercial uses on the other three sides. Secondary access occurs at the south from a small side street that accesses the north-south drive aisle. The site has significant slopes with the main permanent buildings, administration and a small parking area off of Palm at the highest elevation. The new Dragila GYM and some of the hardcourts are below with the fields and basketball courts being the lowest areas. The elective and 6<sup>th</sup> grade relocatable classroom pod are located at the west of the site and on a tiered site. Approximately 700 6<sup>th</sup>-8<sup>th</sup> grade students attend EV Cain. In addition to being a STEM charter middle school, EV Cain competes in a full schedule of athletics, has a thriving music program and would like to expand their performing arts offerings, and has an active wildlife habit or “life lab”. EV Cain is the only true 6<sup>th</sup>-8<sup>th</sup> grade middle school campus in the region.

The Administration/Classroom Wings and the original Multipurpose were Built in 1949 and modernized in 1995. Dragila GYM and a modular Music room were constructed in 1996. The date of the 6<sup>th</sup> grade wing and electives pod are uncertain. It is suggested that the electives pod was placed in 1996 and the 6<sup>th</sup> grade wing was placed in 2001. The buildings appear to be older. If placed in 2001 they are relatively close to being of age and eligible for modernization replacement funding. The permanent buildings will be eligible for another round of modernization funding as of 2025. Ingress and egress were not noted as a significant issue but due to the site topography and layout of the access, the campus is lacking a sense of front door identity. The main office entry has only a small parking lot located in a place such that supervision of the entry of the public is difficult.

The interior of the buildings are in acceptable shape but would benefit from a further modernization. The top three site requests include new furniture, a developed school entry identity, and new paint and wallcoverings. Another item of significant concern is improving safety at the site. There is desire for a fence along the west property line and Palm Ave. The locks need to be repaired and re-keyed so that only appropriate people have keys to the campus and alarms need to be added or updated. There are concerns regarding leaks into classrooms. The staff room is in the old kitchen and needs to be modernized to remove all of the kitchen appurtenances and to remove old finishes that cause stale smells. The music room is old and inefficient and does not serve the current educational program. The PE workout space is in rooms 16 and 17 but without connectivity causing it to be unusable for an entire class. Additional natural light opportunities are desired throughout the interiors. There is an overall feeling that the buildings are old and not adequately cared for.

The site appears to be adequately sized for the number of students and with ample hardcourts and playfields. Both hardcourts and fields are in need of maintenance and repair. Hardcourts need crack repair, resealing and striping. Walkways are cracked and have ADA code issues throughout the campus. It was noted that the fields are a high priority to both the campus and the community as significant community use would occur if the field was in good condition. For the campus, an improved field would allow for competitive athletics to occur at EV Cain in lieu of having to travel for all sporting events. Artificial turf is desired. Outdoor learning is already in place at EV Cain with the highlight being the Life Lab. It is desired that it become an official wildlife habitat that the students and public could walk to learn about the indigenous plants and species in the region. More sustainable landscape that adds educational value is desired. Re-grading of hardcourt areas that pond is desired and a legitimate learning environment could be created at the area northwest of wing F.

Opportunities for transformation noted above occur within and around the campus. To meet the LCAP goal #3 and to deliver a high-quality STEAM program, EV Cain would like a large “build” facility based upon design theory concepts that would include an oversize shop/maker space, a lecture space, large tables, open spaces, small group spaces, significant technology, teacher office space and a location that serves the entire campus. One idea was to remove all portables and to relocate the 6<sup>th</sup> grade village to the upper tier where the electives buildings currently are (Wings E&F) and locate a new building with the design facility noted above and all of the specialized elective spaces. The campus would like a solar array that could be used as an educational component. All portables are desired to be removed. Flexible furnishings throughout is desired. A new front entry identity is high on the priority list of improvements along with an administration remodel to improve efficiency of circulation. Expanding outdoor learning through evolution of the life lab, improving the existing or designing a new amphitheater, and sustainable landscape is desired. Based on the opportunities, facility conditions and code issues identified in this report, EV Cain appears to be in need of further transformations, modernization and code upgrades. Upgrades required for ADA code compliance may be extensive due to the age of buildings and the topography of the site.





# Assessment | Summary



**PARENT DROP OFF/PARKING**  
Accessibility is an issue especially at grade break between street and campus.



**PLAYGROUND**  
Apparatus is not safe for play and unused. Hardcourts are cracking and need repair.



**EXTERIOR**  
Painting and maintenance is desired throughout to improve curb appeal.



**RENEWABLE ENERGY**  
A solar array is desired at the upper parking lot near Palm St.



**CAMPUS CORE**  
Access from 6<sup>th</sup> grade village to science/tech portables is not accessible and undeveloped.



**FIELD**  
Field requires repair. Replacement with an all-weather field is desired.



**PORTABLES**  
Many portables are eligible for replacement match funding and need replacement.



**LEARNING ENVIRONMENTS**  
Utilize environmental corridor as life lab.



**GARDEN**  
Terraced garden area is underused and trampled. Consider repurposing.



**CAMPUS CORE**  
Water drains from hillside and ponds at end of fire lane. A formal pond solution is desired.



**INTERIOR**  
General maintenance is required within classrooms (i.e. paint, carpet, etc).



**LEARNING ENVIRONMENTS**  
Transform old kitchen and staff room into teacher collaboration space.



**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**  
Electrical + 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.



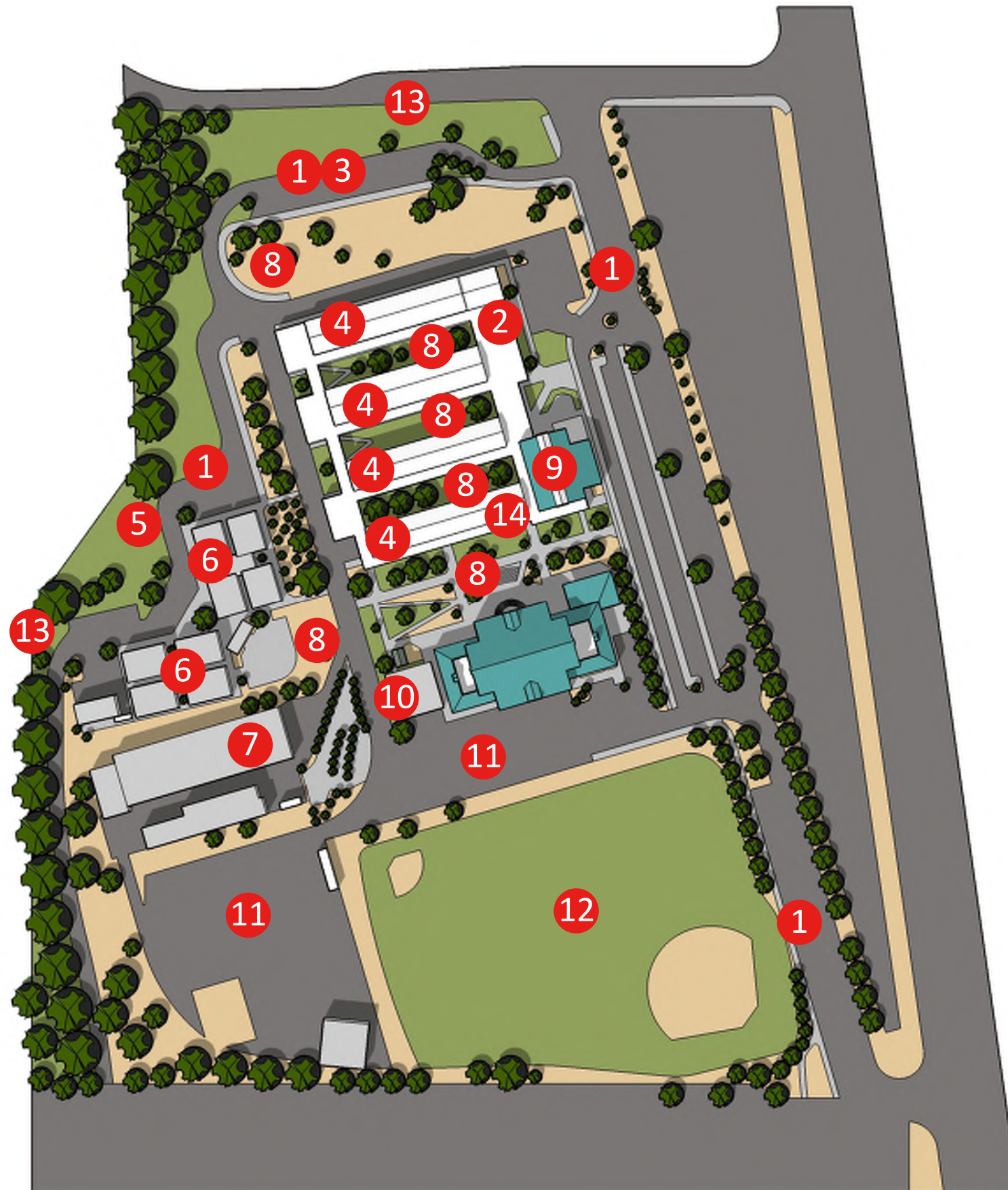
**Innovation & Design**  
21st Century Education

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

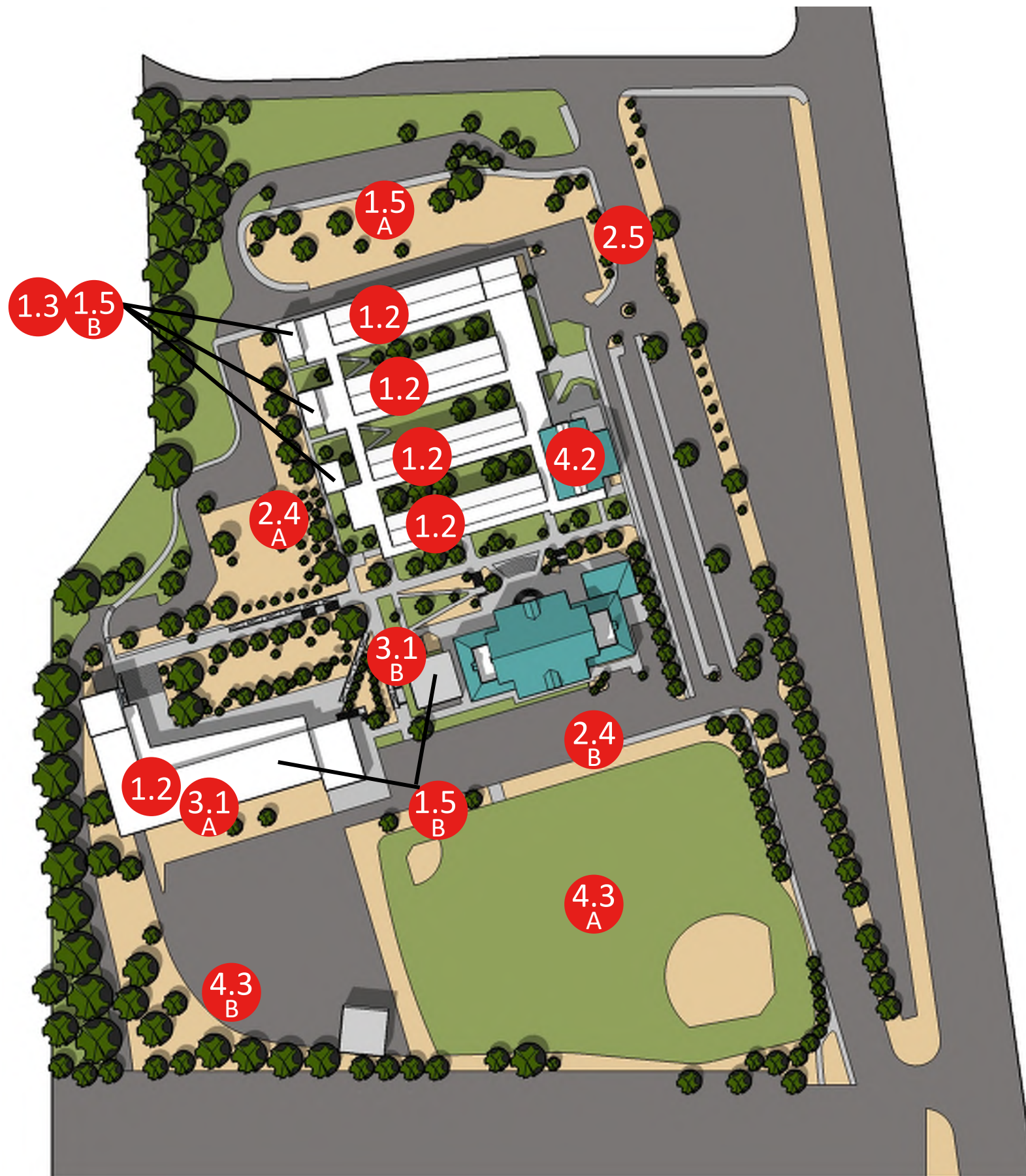


- 1 Ingress/Egress concerns: Traffic flow is generally good, though steep topography changes throughout the campus present accessibility concerns. Parking occurs in many areas throughout the site.
- 2 A remodel of the Administration and entry is desired to create identity and make the campus feel more welcoming and secure.
- 3 A solar array is desired as covered parking in this lot.
- 4 Classrooms need general maintenance such as paint, repaired/replaced ceiling and flooring, casework, etc. Mirrored window tinting is desired throughout campus. New locks are needed. Re-programming the campus alarm system is desired.
- 5 Hillside drainage causes water ponding in this area. Formalization of the pond is desired as a learning opportunity and to control drainage.
- 6 Portables are eligible for replacement match funding and the site would benefit from replacement. Consider replacing these science portables with classrooms for 6<sup>th</sup> grade.
- 7 Many of these portables are near or currently eligible for replacement match funding and the site would benefit from replacement. Consider replacing these science portables with a Design Lab, which would have a maker lab, a clean collaborative workspace, and a large open space for projects and learning.
- 8 This school is in a natural wildlife corridor. The campus would like to use that feature as a life lab and create different biomes between classroom wings.
- 9 The old kitchen and staff room would like to be transformed into a functional teacher collaboration room and break room.
- 10 The music room is a portable and may be eligible for replacement match funding within the next 5 years. Consider replacement with permanent facility that has better storage for instruments and music.
- 11 Hardcourts are cracking and need repair. Replacement of basketball hoops and broken water pipe is desired. Removal of apparatus area is desired.
- 12 Field is in need of major repair. Replacement with an all-weather field is desired.
- 13 Security in this area is a question. It is desired to keep open connection with the Placer County Library, but access is hard to manage and it is easy for pedestrians to overlook the entire campus.
- 14 Rooms 16 & 17 are used as a weight room and cannot be adequately supervised without removal of the wall between the rooms.





# Assessment | Future Opportunities



## LCAP Goal #1: High Quality Instruction & Curriculum

- 1.2 Flexible furniture is desired in all classrooms and teacher collaboration spaces
- 1.3 Create new Teacher Collaboration Centers. These centers would pull teacher desks out of the classroom to give teachers better ability to collaborate. Classrooms will then be available to all teachers throughout the day, maximizing their use.
- 1.5A Consider a teaching/learning solar array in this location.
- 1.5B Incorporate solar renewable energy systems on all roofs of new construction.

## LCAP Goal #2: Culturally Responsive, Emotionally & Physically Safe

- 2.4A Embrace and enhance wildlife corridor in this area. Consider developing life-labs, live ponds, wetland environments, garden, walking path, outdoor classrooms, and sustainable landscape etc. in this area.
- 2.4B A shade structure is desired at hardcourts and/or field.
- 2.5 An accessible path of travel onto campus is needed. Parking lots are scattered and while drop off aisles are meet CDE standards, flow of traffic is confusing and campus lacks a sense of entry. Further investigation of this issue is needed as funds allow for improvements.

## LCAP Goal #3: Demonstrate STEAM

- 3.1A Replace (E) portables with new design-theory STEAM building that includes science labs, technology labs, elective classrooms, open work space, a clean work room, Art labs, and a music room. Allow for indoor-outdoor connections.
- 3.1B Replace (E) music room portable with permanent athletic studios (i.e. weight rooms) that have access to locker rooms and gymnasium. Music room will be incorporated into new STEAM building.

## LCAP Goal #4: Maintain

- 4.2 Remodel old gymnasium to house administration and visitor entry, library/media center, and a "global learning center" The global learning center will provide students with flexible furniture and soft seating for students to work. It will have a lunch line and café tables for eating. It will have rolling whiteboards and technology support for collaboration.
- 4.3A Replace field with an all-weather turf field appropriate to host leagues, tournaments, and possibly joint-use activities with ARD.
- 4.3B Remove (E) apparatus area and extend hardcourts. Repave and repaint hardcourts. Replace basketball hoops.





# Assessment | Cost Summary

Auburn Union School District   E.V. Cain Middle School Facility Needs Assessment				
TOTAL PROJECT COST SUMMARY   AUSD 2027				
	REPAIR & REPLACE		TRANSFORM	
	Code	M&O	FMP 2027	Subtotals
SUSTAINABLE SITES (SS)				
A. School Entry/ Parking	\$66,309	\$532,035	\$0	\$598,344
B. Campus Core	\$0	\$0	\$0	\$0
C. Fields & Outdoor Activity	\$0	\$232,369	\$0	\$232,369
D. Campus Infrastructure	\$0	\$0	\$0	\$0
SS Total	\$66,309	\$764,403	\$0	\$830,713
WATER EFFICIENCY (WE)				
A. School Entry/ Parking	\$0	\$20,283	\$0	\$20,283
B. Campus Core	\$0	\$0	\$0	\$0
C. Fields & Outdoor Activity	\$0	\$0	\$0	\$0
D. Indoor Systems	\$54,902	\$597,876	\$0	\$652,778
WE Total	\$54,902	\$618,159	\$0	\$673,061
MATERIALS & RESOURCES (MR)				
A. Exterior Finishes	\$0	\$2,124,993	\$0	\$2,124,993
B. Interior Finishes	\$0	\$2,610,902	\$0	\$2,610,902
MR Total	\$0	\$4,735,896	\$0	\$4,735,896
ENERGY & ATMOSPHERE (EA)				
A. Campus Infrastructure	\$0	\$0	\$0	\$0
B. Mechanical Systems	\$0	\$2,307,225	\$0	\$2,307,225
C. Alternative Energy	\$0	\$0	\$0	\$0
EA Total	\$0	\$2,307,225	\$0	\$2,307,225
INDOOR ENVIRONMENTAL QUALITY (IEQ)				
A. Campus Infrastructure	\$0	\$62,016	\$0	\$62,016
B. Electrical Systems	\$0	\$163,739	\$0	\$163,739
C. Technology Systems	\$0	\$0	\$0	\$0
IEQ Total	\$0	\$225,755	\$0	\$225,755
INNOVATION & EDUCATION (IE): AUBURN 2027 VISION				
A. LCAP G#1: High Quality Instruction	\$0	\$0	\$3,651,935	\$3,651,935
B. LCAP G#2: Culturally Responsive, Safe	\$0	\$0	\$2,195,073	\$2,195,073
C. LCAP G#3: Demonstrate STEAM	\$0	\$0	\$15,967,285	\$15,967,285
D. LCAP G#4: Maintain	\$0	\$0	\$3,991,041	\$3,991,041
IE Total	\$0	\$0	\$25,805,334	\$25,805,334
Total per Category				
	\$121,211	\$8,651,438	\$25,805,334	
Total				\$34,577,983

## SUMMARY

Code Items:	\$ 121,211
Maintenance & Operations:	\$ 8,651,438
	\$ 8,722,649
Transformation:	\$25,805,334

INNOVATION & EDUCATION (IE): AUBURN 2027 VISION		
A Goal 1   High Quality Classroom Instruction & Curriculum		
1.1	Interdisciplinary Classrooms	n/a
1.2	Flexible Furniture	\$415,000
1.3	Teacher Collaboration Space	\$1,872,263
1.4	Small Group Space	n/a
1.5	Technology & Infrastructure	\$1,364,672
		\$3,651,935
B Goal 2   Learn in an engaging, culturally responsive environment that is emotionally & physically safe		
2.1	Independent / Personal Cave Space	n/a
2.2	Library / Media Center	\$1,668,395
2.3	Art & Display	n/a
2.4	Outdoor Spaces	\$374,453
2.5	Safe Access - Ingress / Egress	\$152,225
		\$2,195,073
C Goal 3   Demonstrate STEAM framework		
3.1	STEAM Labs	\$15,756,135
3.2	Outdoor Learning	\$211,150
3.3	Presentation & Gathering Spaces	n/a
3.4	Collaboration Centers	n/a
		\$15,967,285
D Goal 4   Maintain Quality Education Program - all students have access to basic educational services.		
3.1	School as a Teaching Tool	n/a
3.2	Beautification / Curb Appeal	\$52,007
3.3	Recreation & Athletic Activities	\$3,939,034
3.4	Joint-Use Community Spaces	n/a
A	Other	\$0
		\$3,991,041
Total Transformation		\$25,805,334

All project costs are 2017 \$'s

