

DAVIS JOINT UNIFIED SCHOOL DISTRICT  
FACILITIES MASTER PLAN

JUNE 2018



431 I Street #107, Sacramento, CA 95814  
916.287.2400 | [www.lpainc.com](http://www.lpainc.com)

LPA



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# DAVIS JOINT UNIFIED SCHOOL DISTRICT FACILITIES MASTER PLAN

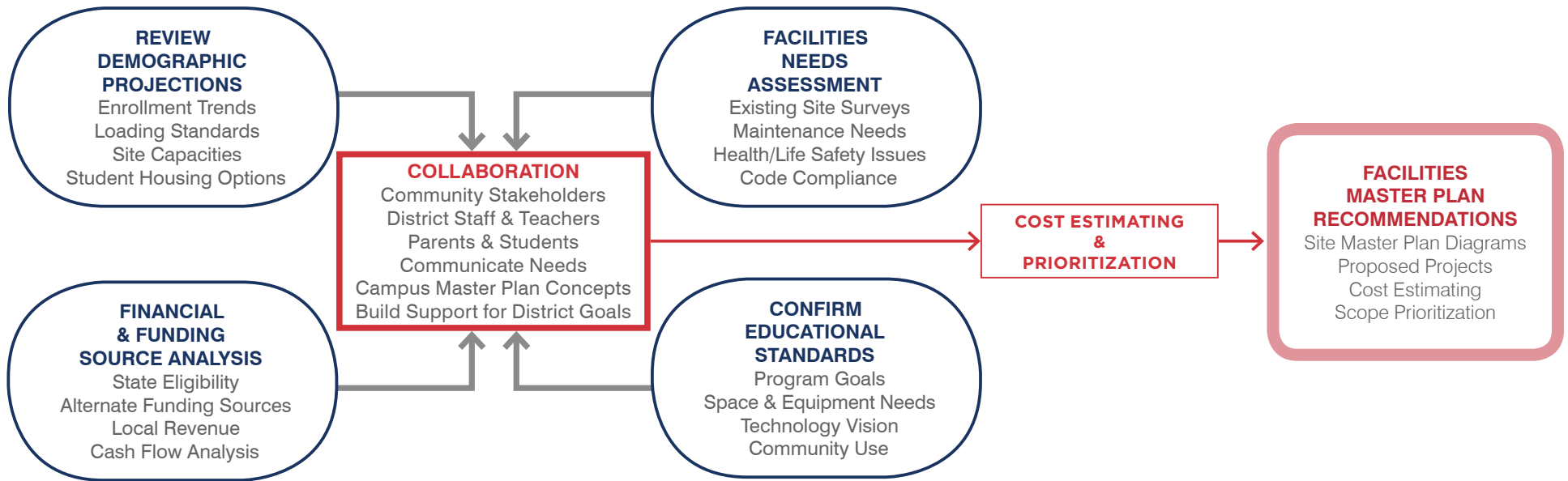
## INTRODUCTION & PROCESS

SECTION 1





# WHY A MASTER PLAN?



Today, the economic conditions and changing demographics are affecting how schools are being planned, designed, and managed. The purpose of the FMP is to define the long-range goals for facility planning that support the educational goals of the District; this ultimately aids in decision making so that school facility improvements move toward a common, coordinated vision.

The FMP is intended to be a guideline that allows sites to maintain flexibility as enrollment and programs change and evolve. The accompanying diagram illustrates the primary components of a comprehensive Facilities Master Planning process.

A Facilities Master Plan (FMP) is a strategy for growth that identifies a vision for the upcoming 10 to 15 years. Each school and District facility site has its own master plan that is a graphic representation of the District's vision, as applied to each site. These site master plans reflect a high level of thinking and are not architectural designs,

but rather a living document that guides and informs future improvements of the District's facilities infrastructure in support of the educational program goals reflective of the District's mission, vision, and graduate profile.

Rather than providing specific design solutions, the master plan shows design concepts that represent long-range improvement recommendations and is a tool in establishing estimated budgets for the overall need. The budget spreadsheet developed as part of this document can be utilized as a "tool kit" by the District for planning purposes, to run program phasing scenarios as funding becomes available.

This FMP does not explicitly promise a project and is not an implementation plan. A project may move forward after this FMP is approved by the Board of Education, and after funding has been identified and approved. As projects move forward, design teams of architects and engineers will revisit the master plan documents. At that time, a

School Site Design Committee should be assembled to meet with the design team and provide input on the specifics of individual elements of the plan. The plans that result from this deeper dive may vary from the concept shown in the FMP, but should be a reflection of the program elements identified through the FMP process. This project development will also analyze site details pertinent to soil conditions, utilities, site surveys, and code studies that were not part of the FMP process. It is also likely that the projects listed in the FMP will be addressed incrementally, not as one large comprehensive project. Therefore, it is important that when designing individual projects in the plan, they are planned in such a way that future scopes can still be realized and that each project can stand on its own without negatively impacting operation of the school.

As projects are developed over time, the FMP should be revisited and updated so that it remains current to District needs. This update process is recommended by the California Department of Education every 3 to 5 years.

## SECTION 1



### INTRODUCTION & PROCESS DOCUMENT PURPOSE







## WHAT IS UNIQUE ABOUT THIS PROCESS AND FOCUS?

Davis JUSD's School Board pursued this FMP with the goal of it being a professionally-led and community-driven process. Paired with LPA's planning experience and expertise, this FMP has a far-reaching stakeholder engagement process accomplished through the use of principal, teacher, staff, and student surveys, community meetings, and focused interviews.

In addition to the outreach process, the FMP focuses on coordinating the District's educational program goals and freshly-developed graduate profile with the proposed facility improvements.

Upon completion of the master plan diagrams, proposed improvements are broken out into scope-of-work categories that tie to the cost estimate. Stakeholder input also provides diverse perspectives and priorities. When combined, the District is equipped to manage the implementation of the projects with the greatest flexibility in the future.

## FACILITIES NEEDS AND CONDITIONS ASSESSMENT

The FMP process kicked off with an assessment of the District's school and support sites to document their current conditions as it relates to functionality, use, and building / systems longevity. During this process, members of the planning team walked each site to document room uses, take representative photographs, and note general building and site conditions. They also interviewed the site principals to gain their unique perspective on the functionality of the buildings as they relate to educational program.

## SITE MASTER PLANNING

Using input gathered from the District and community outreach efforts and layering it with the demographics report and facility needs findings, the planning team used the District's program vision to begin forming a long-range vision for each site in January 2018. The draft master plans were vetted by each school site's community with feedback relayed back to the planning team for the revised, proposed master plan diagrams to be formed.

## DISTRICT INFORMATION

The Davis Joint Unified School District (DJUSD) serves the City of Davis in Northern California. The City of Davis is located approximately 11 miles West of Sacramento along Interstate-80 and is home to the University of California, Davis and the US Bicycling Hall of Fame.

DJUSD serves approximately 8,600 students across one children's center, nine elementary schools, three junior high schools, one comprehensive high school, one continuation high school, one independent study high school, one adult school, and one charter academy for junior and high school students.

The Davis Joint Unified School District Mission Statement reads:

*"The mission of Davis Joint Unified School District, a leading center of educational innovation, is to ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive and contribute to an evolving and increasingly-connected world, through a system characterized by:*

- *Optimal conditions and environments for all students to learn;*
- *A team of talented, resourceful, and caring staff;*
- *Transforming teaching, learning, and operations in our continuing pursuit of excellence;*
- *Resourceful, transparent, and responsible fiscal planning; and*
- *A diverse and inclusive culture."*

In August of 2017, DJUSD (District) awarded the contract for educational facilities master planning and community outreach services to LPA, Inc. The District's overall purpose is to develop a comprehensive community-based long-range Educational Facility Master Plan for the District's facilities. The District intended for the process to ensure that future decisions are based upon community input and consensus. The Facilities Master Plan process began in September 2017.

The Facilities Master Plan (FMP) assessed the condition of existing school facilities and developed an understanding of anticipated long-range facilities needs. Coupled with the educational program vision for District-wide standards, a strategic FMP was developed for each school site to address their needs.

## SECTION 1

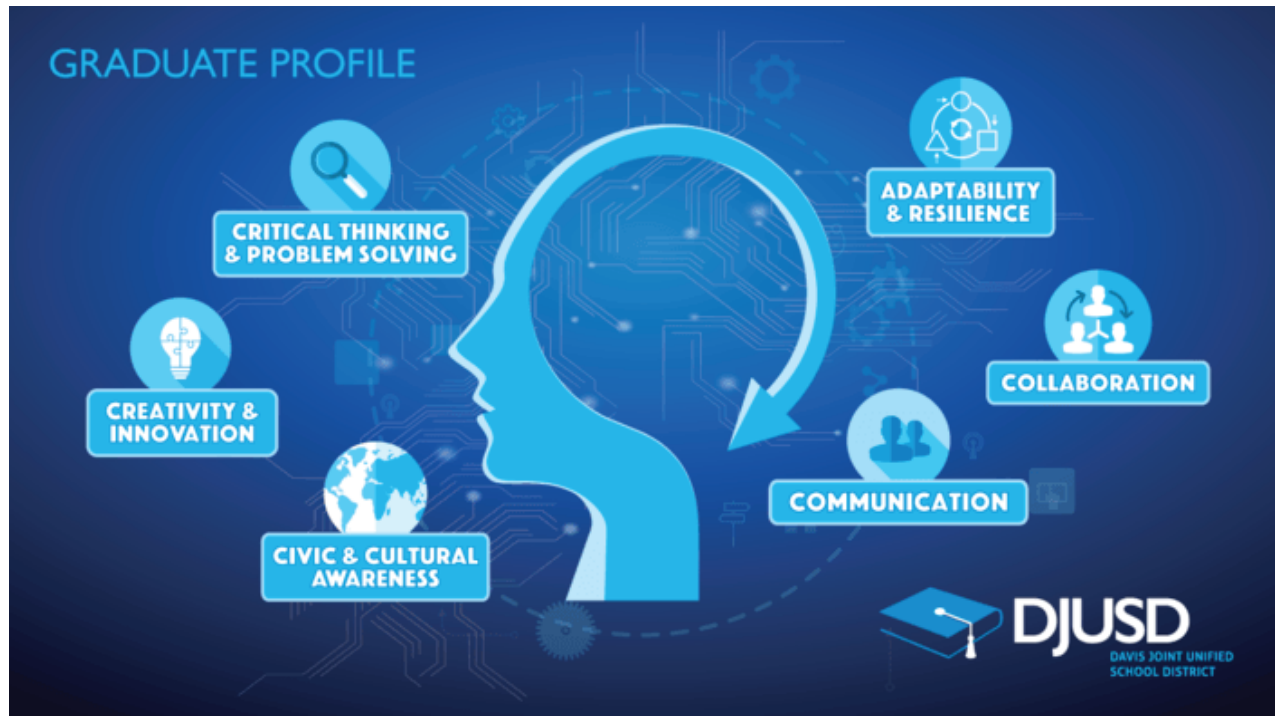


## INTRODUCTION & PROCESS BACKGROUND



## DJUSD GRADUATE PROFILE INITIATIVE

Separate from the FMP process, Davis JUSD developed a Graduate Profile, which defines 21st Century Learning by specifying the outcomes that DJUSD, as a community, believe are important for student success in college, career, and beyond. After a seven-month campaign that engaged over a thousand stakeholders, the Board of Education adopted the Graduate Profile in April 2018. Moving forward, the Graduate Profile will be an important guide post for reviewing, developing and enhancing school programs and practices as well as district initiatives, facilities, and professional development.



## COMPETENCIES OF A DJUSD GRADUATE

### Critical Thinking / Problem Solving

Students reason effectively in order to identify, define, and solve complex problems and essential questions.

### Collaboration

Students work effectively, respectfully, and with empathy in a team of differing opinions, skills, and strengths. Students assume shared responsibility for collaborative work.

### Communication

Students speak and write with clarity, listen actively, and read with comprehension. They know their audience, understand the purpose, choose precise language, and when appropriate, incorporate media to enhance ideas.

### Creativity and Innovation

Students take risks, explore multiple possibilities, challenge the status quo, and seek to continually improve processes and products. They deliberate through a design process to solve problems and act on creative ideas.

### Civic and Cultural Awareness

Students will develop and establish an awareness of the responsibilities of contributing individuals in a diverse society. They recognize and respect the differences in values that may exist between themselves and people from other countries or from varying social and cultural backgrounds.

### Adaptability and Resilience

Students adapt to varied roles, responsibilities, and contexts, working effectively in a climate of ambiguity and changing priorities. They persist to accomplish difficult tasks and to overcome academic and personal barriers and meet goals.

## SECTION 1



## INTRODUCTION & PROCESS GRADUATE PROFILE

## ROLES & RESPONSIBILITIES

At the outset of the FMP process, the District Leadership team set out to define the roles and responsibilities of the stakeholder participant groups. These groups were refined during the process and were ultimately comprised of a Superintendent's Facilities Master Plan Advisory Committee, a School Site Committee for each site, Students, Teachers & Staff, and Focus Group members for specialized topics.

Stakeholders provided input throughout the process, defining educational program goals and offering direction on facilities master planning goals. Each stakeholder was asked to provide his/her priority as it pertained to their perceived highest need and/or top priority of projects to be implemented first. All input eventually led to the creation of a set of final recommendations that have been brought before the Board of Education for review, comment, and approval.

### DISTRICT LEADERSHIP

A District Leadership group of department leaders and executives helped to guide the process, ensuring all stakeholder groups were represented in the process, aiding in scheduling, and providing input on complex and sensitive subjects pertaining to the FMP process.

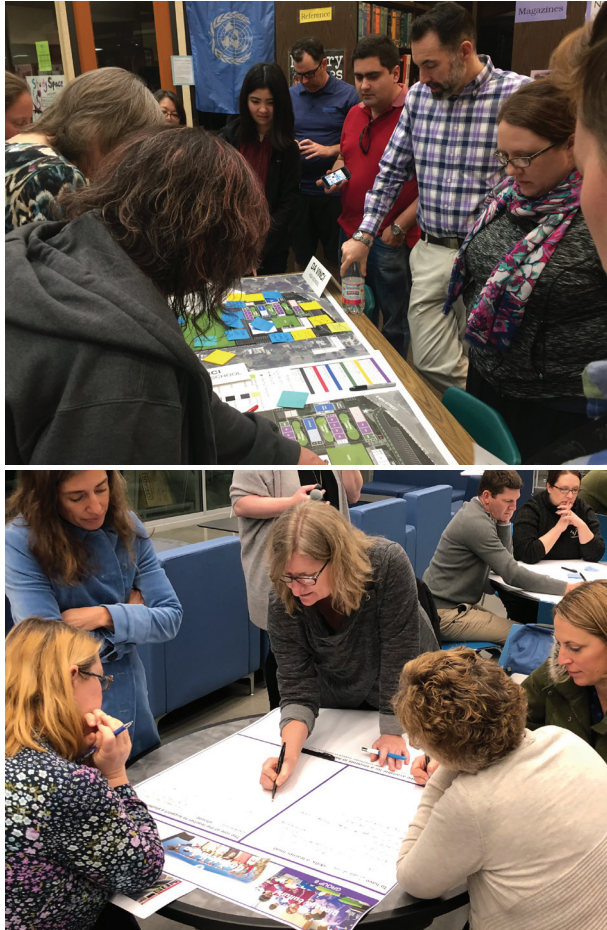
### SUPERINTENDENT'S FACILITIES MASTER PLAN ADVISORY COMMITTEE (SFMPAC)

The SFMPAC is comprised of a diverse group of District Leadership, school site representatives, civic organizations, staff, parents, teachers, and local community stakeholders. Their purpose is to develop District-wide master plan program / facilities vision and standards with a goal to equally weigh the total number of District and local community participants within the SFMPAC group. Meetings were held to develop broad visioning concepts and to review and provide input on the development of the conceptual site master plans.

This group met five times throughout the process, each meeting building upon knowledge from the previous meetings. This group was also kept up-to-date on the FMP process including information gathered from other stakeholder groups and FMP activities.

### SCHOOL SITE COMMITTEES (SSC)

Each school site formed its own School Site Committee of parents, members of school site councils, teachers, students, and site administrators. These groups helped to identify site-specific needs and solutions. SSC participation was crucial in developing and refining the proposed master plan diagrams.



### TEACHER, STAFF, AND STUDENT SURVEYS

Two online surveys were administered that gained varying perspectives on the existing conditions and functionality of the existing conditions. One survey was created for Teachers and Staff while a separate survey was provided to Students. Both surveys solicited their highest priorities from a facility maintenance perspective, and their priorities regarding long-range improvements.

### PROGRAM FOCUS GROUPS

Individual and small-group interviews were held to gain perspective on the District's range of departments and disciplines. Focus Group topics include Facilities, Maintenance, and Operations trades, Adult Education, After School, Child Development, Children's Center, Climate, English Learners, Instructional Technology, Safety, Special Education, Specialized Support Programs / CTE, Student Nutrition, and Elementary / Secondary Programs. This examination was performed at both the District-wide and individual school site levels to develop a holistic vision of the District's needs within all areas of operation.

## SECTION 1





The facilities master planning process consisted of numerous activities organized by phase: Visioning, Community Outreach, Conceptual Site Master Plans, Estimated Budgets, and Project Prioritization. Authentic District and community stakeholder input forms the basis of the planning process. The following is a list of activities that were conducted:

#### FACILITIES NEEDS SITE OBSERVATIONS

Site visits were conducted at the (9) elementary schools, (3) junior high / charter schools, (1) comprehensive high school / adult school, (1) continuation high school, (1) independent study high school / District Office, and (1) charter academy / children's center. Each site visit paired with an interview of the school site principal regarding the current uses and perceived needs at their school site.

The needs assessment task included visual observations of each school to determine the condition of the grounds, buildings, and building systems. Input from school principals and Facilities and Maintenance staff focused on needed upgrades to site work, plumbing, roofs, heating and air conditioning units, playgrounds and interior finishes. Each meeting was preempted with an electronic questionnaire to formally document the needs. This analysis was used as the basis for each site's master plan and estimated project budgets.

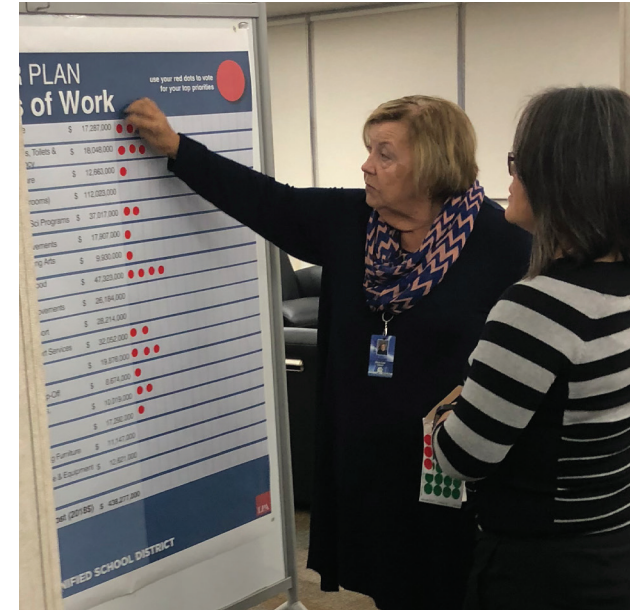


#### SCHOOL SITE MASTER PLAN DEVELOPMENT

The focus of this phase was to arrive at potential solutions and improvement strategies for each school facility in the District.

Development of conceptual site master plans took place from December 2017 through March 2018 with active involvement from District Leadership, the Superintendent's FMP Advisory Committee, and the School Site Committee groups. Proposed master plan diagrams for each school site were developed by overlaying the educational program goals, facilities needs assessment findings, and demographic projections onto each campus.

Initially, a Draft Master Plan diagram was produced and presented to the Davis community in a **Town Hall** setting in early February 2018. The School Site Committees were given until early March to review and gain comments on these proposals, then conveyed this feedback to LPA in individual 1-on-1 meetings. The Final Master Plan diagram is the outcome of this process.



#### FINAL PLAN PACKAGING AND RECOMMENDATIONS

During this final phase, proposed projects and estimated budgets were finalized. All cost estimate Excel spreadsheet templates have been provided to the District upon conclusion of the planning process. This document may be utilized by the District staff in the future as a "tool kit" to run program implementation scenarios as funds become available.

## SECTION 1



## INTRODUCTION & PROCESS ACTIVITIES



**DISTRICT LEADERSHIP**

John Bowes Superintendent  
 Matt Best Deputy Superintendent  
 Bruce Colby Chief Business and Operations Officer  
 Rody Boonchouy Assoc. Supt. Instructional Services  
 David Burke Director of Facilities, Maintenance & Operations

**SUPERINTENDENT'S FMP ADVISORY COMMITTEE**

Maria Aguirre Robledo Staff Member, ML King (Jr) HS  
 Sally Albertson Parent, Davis SHS / PTA  
 Barbara Archer DJUSD Trustee  
 Natalie Baltazar Parent, Willett ES / PTA  
 Eric Bastin Teacher, Davis SHS  
 Olivia Beck Farm to School  
 Andee Bell Parent, Pioneer ES / PTA  
 Marci Bernard Director of Instructional Technology  
 Matt Best Deputy Superintendent  
 Christina Blackman Chamber of Commerce  
 Rody Boonchouy Assoc. Supt. Instructional Services  
 Gay Bourguignon Principal, Pioneer ES  
 John Bowes Superintendent  
 Rhonda Brooks Staff Member, Willett ES  
 Ashley Burgdorf Parent, Korematsu ES / PTO  
 David Burke Director of Facilities, Maintenance & Operations  
 Carla Couture Staff Member, Da Vinci HS  
 Riley Chessman Teacher, Inclusion  
 Bruce Colby Chief Business and Operations Officer  
 Kelly Coleman Parent, Montgomery ES / PTA  
 Marla Cook Community Member, Willett ES  
 Kelly Cooper Staff Member, Montgomery ES  
 Melissa Dabel Parent, DPNS / PTO  
 Catherine Davis Parent, Harper JHS / PTO  
 Grace DeMasi Parent, Da Vinci HS / Boosters  
 Marj Dickinson Asst. Chancellor Gov. and Comty Relations, UCD  
 Joe DiNunzio Parent, Willett ES / SSC  
 Antonia Duenez Parent, Patwin ES/ EL  
 Lori Duisenberg Community Member  
 Molly Durst Teacher, Willett ES  
 Christine Easton Teacher, DSIS  
 Anne Finkelston Staff Member, North Davis ES  
 Deborah Fold Parent, Harper JHS / SSC  
 Dennis Foster Community Member / B&W Foundation  
 Heema Govindjee-Merchant Parent, Pioneer ES / SSC

Richard Harris Community Member  
 Carlette Hartsough Teacher, Emerson JHS  
 Eric Hays Parent, Holmes JHS / PTA  
 Jim Herrington Staff Member, DJUSD / President, CSEA  
 Kelly Heung Parent, Montgomery ES / SSC  
 Kristie Hornbuckle Staff Member, Pioneer ES  
 Amy Huey Parent, Korematsu ES / SSC  
 Dianna Huckulak Staff Member, DJUSD / Davis Teacher's Assoc.  
 Sophie Javers Parent, North Davis ES / PTA  
 Adela Johnson Staff Member, Da Vinci HS  
 Mark Jordan Teacher, ML King (Jr) HS  
 Svenia Kadedge Parent, Patwin ES / PTA  
 Belinda Kesser Teacher, Korematsu ES  
 Susan Kirby Staff Member, Da Vinci HS  
 Joy Klineberg Parent, Holmes, JHS / PTA  
 Jim Knight Principal, Birch Lane ES  
 Melody Law-Ewey Parent, Emerson JHS / PTA  
 Merissa Leamy Parent, Harper JHS / SSC  
 James Lehman Parent, Patwin ES / PTA  
 Wendy Lewis Staff Member, DJUSD  
 Callie Lindsey Parent, Harper JHS  
 Linda Lingbloom Parent, Pioneer ES / PTA  
 Jeff Lorensen Teacher, Davis SHS / Athletics  
 Cindy Martell Staff Member, DSIS  
 Debbie Martin Staff Member, Da Vinci HS  
 Melissa Martinez Parent, ML King (Jr) HS  
 Sue Meyer Staff Member, Harper JHS  
 Inci Midilliouglu Parent, Pioneer ES / EL  
 Jennifer Miller Parent, Harper JHS / SSC  
 Tyler Millsap Principal, Da Vinci HS  
 Jen Mullin Vice Principal, Holmes JHS  
 Rena Nayyar Teacher, Emerson JHS  
 Grace Osborne Parent, DJUSD / DSOMA  
 Cheryl Ozga Staff Member, DJUSD  
 Don Palm Dean, Sacramento City College  
 Sally Palow Teacher, Birch Lane ES  
 Trista Pandeleos Parent, Pioneer ES  
 Gavin Payne Parent, Davis SHS / SSC  
 Marty Pence Parent, North Davis ES / SSC  
 Kimberly Perez Staff Member, Davis SHS  
 Heidi Perry Principal, Willett ES  
 Simon Pitfield Pentathalon

Maureen Poole Staff Member, DJUSD  
 Bob Poppenga DJUSD Trustee  
 Penny Pyle Staff Member, DJUSD  
 Kathy Roggenbuck Teacher, Cesar Chavez ES  
 Mary Ruiz Parent, Patwin ES / PTA  
 Maria Ryken Teacher, Patwin ES  
 Michelle Salisbury Staff Member, Birch Lane ES  
 Mabel Salon Dir. of Comty. and Local Gov't Relations, UCD  
 Jennie Singer Parent, DSIS / SSC  
 Cheryl Soucy-Lubell Parent, Birch Lane ES  
 Kelly Stachowicz Assistant City Manager, City of Davis  
 Amy Stacy Student Services, DJUSD / Nurse  
 Kristine Stanowicz Teacher, Pioneer ES  
 Tara Stapleton Staff Member, Willett ES  
 Mary Tallyn Staff Member, Patwin / Fairfield ES  
 Wendy Thompson Staff Member, Montgomery ES  
 Scott Thomsen Principal, Emerson JHS  
 Kristen Uliasz Teacher, Da Vinci HS  
 Lorraine Visser Community Member / DSAF  
 Brian Williams Parent, Montgomery ES / PTA  
 Kurt Yeaman Teacher, North Davis ES

**FOCUS GROUPS**

Eddie Adkins Door Hardware / Locks  
 Marci Bernard Director of Instructional Technology  
 Rody Boonchouy Assoc. Supt. Instructional Services  
 Jamie Braton Plumber  
 Guy Chapman HVAC Systems  
 John Dahlberg HVAC Systems  
 Todd Elfen Electrician  
 Karen Harris Director of Student Nutrition Services  
 Alex Hess CTE  
 Marc Hicks District Safety Coordinator  
 Jeff Lorensen Athletic Director  
 Patrick McGrew Director of Special Education  
 Mel Nelson Manager of Maintenance and Operations  
 Ricardo Perez Director of EL, Immersion, and WL Programs  
 Grace Sauser Principal, Davis Adult School  
 Kate Snow Coordinator of School Climate Activities  
 Tereadel Sosa Child Development

**SECTION 1**



**INTRODUCTION & PROCESS  
 PLANNING PARTICIPANTS**

