



FACILITIES MASTER PLAN
**DOWNEY UNIFIED
SCHOOL DISTRICT**

June 24, 2014

LPA

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FACILITIES MASTER PLAN

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2.0 PLANNING & CONSIDERATIONS

2.1 PLANNING & CONSIDERATIONS PLANNING ASSUMPTIONS

As a result of visioning meetings and District stakeholder input, the following planning assumptions were made at each campus to ensure parity between school sites.

All school sites were planned for the projected enrollment during the 2020/21 school year. For additional information about the demographic study, refer to section 2.3.

The following loading standards (per classroom) were used for planning purposes:

| | |
|---------------------|-------------|
| TK and Kindergarten | 30 students |
| 1st - 3rd Grade | 27 students |
| 4th - 5th Grade | 34 students |
| 6th - 8th Grade | 34 students |
| 9th - 12th Grade | 34 students |

ELEMENTARY SCHOOLS

Transitional Kindergarten (TK)

Based on the projected enrollment of Transitional Kindergarten, one to two classrooms were included on seven different site, distributed regionally.

Kindergarten Classrooms

Kindergarten classrooms will be reconfigured or newly constructed depending on site constraints and organization to comply with the California Department of Education’s recommendations. Each classroom will have access to student restrooms and a shared work space for teachers, for a total of 1,350 square feet. Additionally, the kindergarten play area will be appropriately separated from the rest of the campus with a secure fence.

For more information on Kindergarten classrooms, refer to Section 3.

Learning Center (LC)

A Learning Center is included at each site. The Learning Center is comprised of a Speech Pathologist’s office, a Psychologist’s office, an IEP conference room, and a small group area. These program spaces total 960 square feet, the size of a typical classroom.

The Learning Center is located between the RSP classroom and SDC classroom on campus, allowing access to the Learning Center small group space by either of these adjacent classrooms. It is intended to provide flexibility to support programs that have changing populations of students that need small group space.

For more information on the Learning Center, refer to Section 3.

Parent Resource Center

A Parent Resource Center is included at each site. The Parent Resource Center is comprised of a resource room, a conference room, a volunteer workroom/ storage room, and a small group area. These program spaces total 960 square feet, the size of a typical classroom.

For more information on the Learning Center, refer to Section 3.

Design Lab

A Design Lab is included at each site. This space is intended to be used for art and/or science. It will have resilient flooring and perimeter sinks to allow for flexibility of use. The Design Lab itself is 1200 square feet, with 600 square feet of adjacent material processing support space and 100 square feet of dedicated storage.

For more information on the Design Lab, refer to Section 3.

Unique Programs

On campuses where specialty programs currently exist, they will remain. These specialty programs include but are not limited to Intervention, Deaf and Hard of Hearing, Title 1/ELD, and Life Skills.

Computer Labs | Professional Development

Each site will have two 960 square foot computer labs as part of the master plan. As the educational environment transitions toward one-to-one student device atmospheres, the need for these dedicated rooms has the potential to decline from a daily student use perspective. The need for professional staff development spaces will continue however, allowing these two spaces to transition into a professional development suite.

Faculty Workroom and Lounge

To better facilitate faculty interaction, as well as create parity among the elementary school sites, consideration was given to the size and location of the existing Faculty Workroom and Faculty Lounge. A 960 square foot Faculty Workroom and a 960 square foot Faculty Lounge is included at each site.

Early Intervention Program

The existing Early Intervention Program is currently housed on three elementary sites. As part of the master plan, this program is shown on two sites; each Early Intervention site would house a portion of administration for this program, five Early Intervention classrooms, and an Occupational Therapy/Physical Therapy room. Additionally, this program would have its own play area.

2.1

PLANNING & CONSIDERATIONS

PLANNING ASSUMPTIONS

ASPIRE/After School Programs

ASPIRE will no longer have their own classroom space on elementary school campuses. Classrooms or the multi-purpose room would be used for this program instead. A dedicated storage space for ASPIRE should be included on each campus where the program exists however.

Child Care

On campuses where Child Care currently exists, they will remain.

MIDDLE SCHOOLS

Electives

Electives are a vital part of any middle school experience; they introduce students to a variety of curriculum and serve as a building block for the array of electives offered at the high school level. To that end, the following elective spaces were provided as part of the base middle school master plans:

- Drama
- Band | Choral
- Art | Digital Graphics
- Yearbook | Journalism
- Culinary | Home Economics
- Project Lead the Way (PLTW)
- (2) Foreign Language

All of these elective spaces are larger in size than a typical classroom, except for Foreign Language which would occur in a typical 960 square foot classroom. Depending on the size of the projected enrollment, an additional elective space beyond what is listed above may be included.

For more information about the elective spaces, refer to Section 3.

Resource Specialist Program (RSP)

One RSP classroom, 960 square feet in size, is included for each grade level.

Special Day Class (SDC)

One SDC classroom, 960 square feet in size, is included for each grade level.

Unique Programs

On campuses where specialty programs currently exist, they will remain. These specialty programs include but are not limited to AVID, Deaf and Hard of Hearing, and Title 1/ELD.

Computer Lab

Each site will have two 960 square foot computer labs as part of the master plan. As the educational environment transitions toward one-to-one student device atmospheres, the need for these dedicated rooms has the potential to decline from a daily student use perspective. The need for professional staff development spaces will continue however, allowing these two spaces to transition into a professional development suite.

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HIGH SCHOOLS

The two comprehensive high school campuses have recently undergone numerous construction projects. To that end, the planning assumptions for these campuses reflect needs that were not accomplished as a part of this construction. It is worth noting that locker room renovations have been planned and funding identified outside of this master plan process.

Program Opportunities

1. Enhance technology and wireless access
2. Replace portables with permanent construction
3. Address undersized spaces
4. Performing Arts electives

Site Enhancements

1. Add shade/lunch shelters
2. Enhance quad and learning court spaces
3. Enhance physical education and athletic facilities

2.2

PLANNING & CONSIDERATIONS SCOPE OF WORK CATEGORIES

Based on the District goals and Philosophy of Education, the Facilities Master Plan Committee, along with LPA, generated (15) project scope categories that would be the foundation for the work proposed at each school site. This set of guidelines serves as a foundation for each master plan design and ensures parity between school sites in the District while allowing ease of prioritization as funds become available.

SCOPE #1

Modernize & Reconfigure: Kindergarten & Classrooms

Scope of work typically includes replacement/ repair of roofs, walls, windows, doors, floors, ceilings; interior/ exterior painting and replacement/ repair of specialized program labs casework.



SCOPE #2

Existing Buildings: Systems & Toilets

HVAC upgrades, lighting upgrades, electrical upgrades, plumbing upgrades and toilet modernization or reconfiguration.

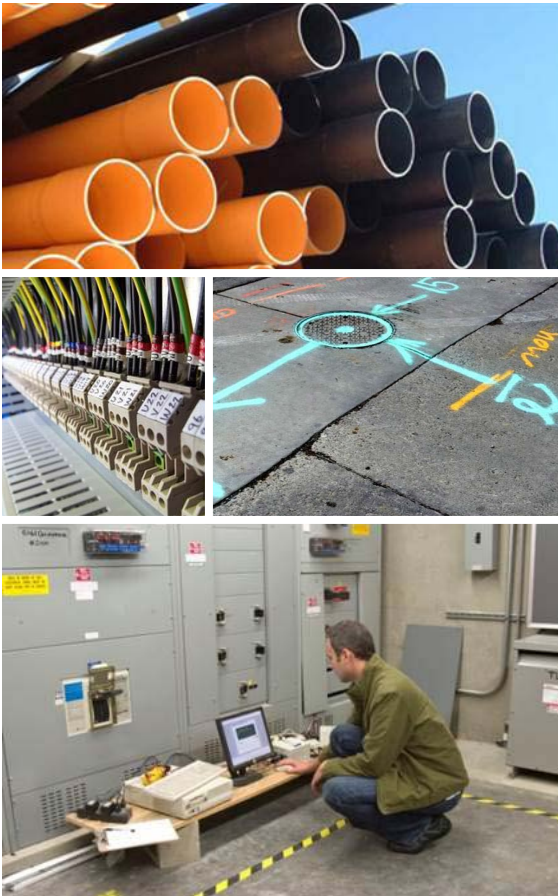


2.2 PLANNING & CONSIDERATIONS SCOPE OF WORK CATEGORIES

SCOPE #3

Upgrade: Site Utilities

Update gas service lines, update sewer service lines, update water service lines, update electrical mains and distribution, energy-efficient building systems & controls (EMS)



SCOPE #4a

New Construction: Kindergarten

Addition of Kindergarten classrooms and/or Kindergarten classroom building(s) to reflect replacement of existing portables and/or house forecasted increases in student enrollment.



SCOPE #4b

New Construction: Classrooms

Addition of classrooms and/or classroom building(s) to reflect replacement of existing portables and/or house forecasted increases in student enrollment.



2.2

PLANNING & CONSIDERATIONS SCOPE OF WORK CATEGORIES

SCOPE #4c

New Construction: Early Intervention

Addition of classrooms and/or classroom building(s) to reflect replacement of existing portables and/or house forecasted increases in student enrollment.



SCOPE #5

New Construction: Design Labs, Science Labs, & CTE

Addition of a Design Lab at each Elementary School. Addition and/or reconfiguration of existing science labs to meet the educational program needs including appropriate prep rooms and support spaces at the Middle and High Schools.



SCOPE #6

Improvements to: Performing Arts

Addition and/or reconfiguration of specialized elective spaces.



2.2

PLANNING & CONSIDERATIONS SCOPE OF WORK CATEGORIES

SCOPE #7

Improvements to: Multi-Purpose Room & Food Service

Addition and/or reconfiguration of multi-purpose rooms to support music and performing arts programs at the Elementary School level. This includes reconfiguration of food service programs and any necessary lunch shelter additions.



SCOPE #8

Improvements to: Physical Education

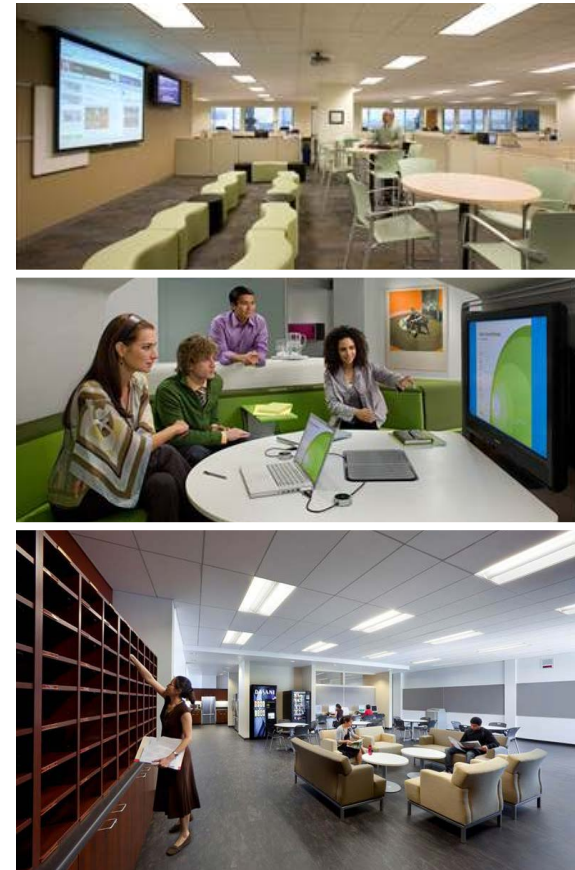
Reconfiguration and/or addition of interior and exterior program spaces to support the needs of the Physical Education program.



SCOPE #9

Improvements to: Administration & Staff Support

Modernization, reconfiguration or new construction depending on the needs of each school site. Provide staff collaboration spaces and work rooms.



2.2

PLANNING & CONSIDERATIONS SCOPE OF WORK CATEGORIES

SCOPE #10

Student Collaboration & Support Spaces

Includes library and media centers at the Elementary School level and library/student unions at the Middle and High School levels. Also included are student services, student assistance centers (SAC) and learning/DIS centers.



SCOPE #11

Safety & Security

Asbestos removal, safety improvements to and/or new parent/bus drop-off areas and parking, covered walk at campus entry, exterior lighting, safety locks in classroom doors, signage & wayfinding, marquee sign, fencing with controlled campus entrances, fire alarms & emergency lighting, public address / emergency communication systems, intrusion alarms, security cameras & other security systems.



SCOPE #12

Quads & Outdoor Learning Courts

Addition and/or improvement of outdoor student gathering and instructional spaces so learning can occur anywhere.



2.2

PLANNING & CONSIDERATIONS SCOPE OF WORK CATEGORIES

SCOPE #13

13. Exterior Play Spaces, Playfields & Hardcourts

The expansion and/or reconfiguration of existing Kindergarten play areas/apparatus with special consideration to safety and supervision. Also includes shade structures, elementary play apparatus, hardcourts, playfields (new and/or repair), baseball & softball fields, synthetic track & fields, stadium bleachers, field house team rooms, concessions, toilets and storage buildings.



SCOPE #14

14. Classroom Flexibility (21st Century Learning)

Addition of flexible furniture and equipment to accommodate multi-modal learning and teaching opportunities.



SCOPE #15

15. Infrastructure & Technology

Improvements to network infrastructure and technology access across each site.



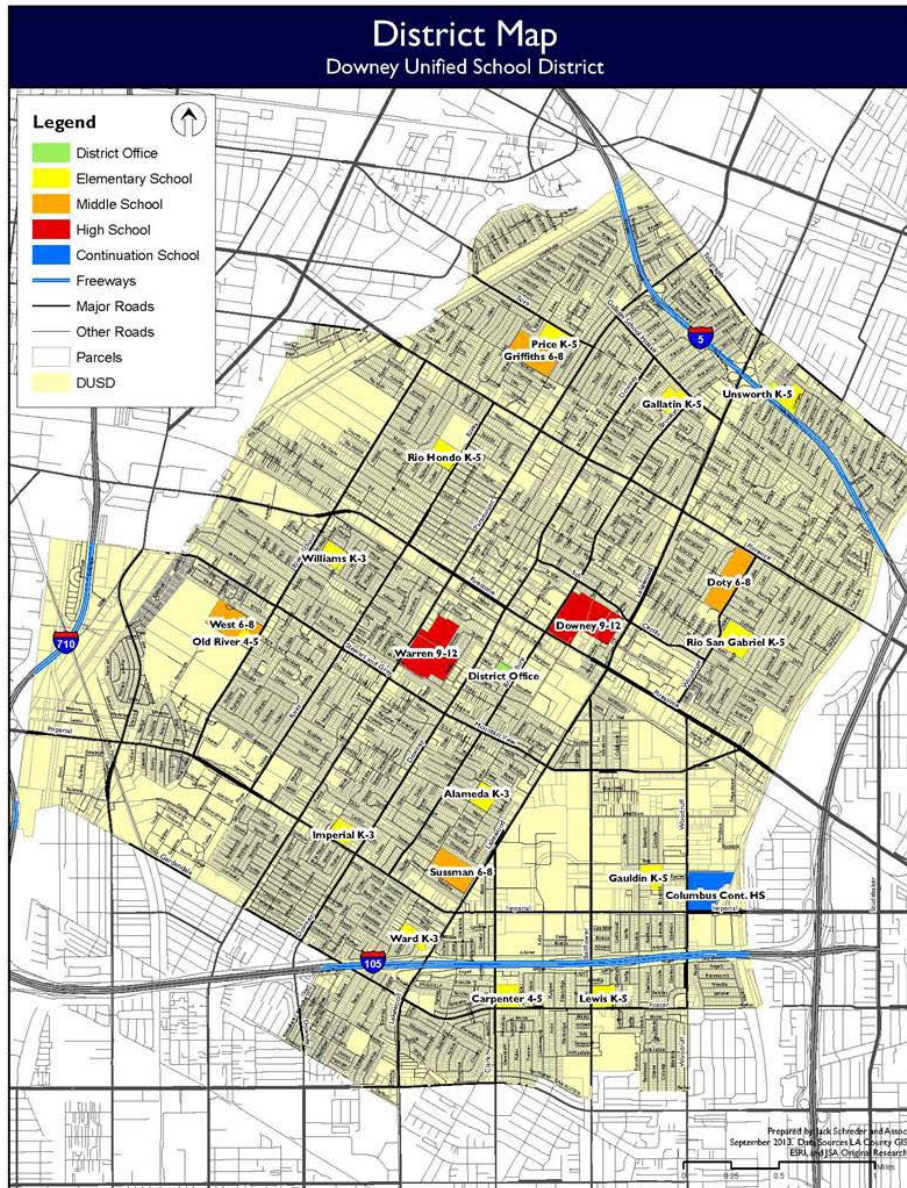
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PLANNING & CONSIDERATIONS DEMOGRAPHICS & CAPACITY ANALYSIS

INTRODUCTION

The Downey Unified School District requested a Demographic Analysis and Enrollment Projection Study in order to assist the District in making decisions so that the appropriate facilities are provided for current and future students of the District. Schreder & Associates worked closely with District staff during the preparation of the study. The following variables were analyzed and provided in the full study:

- Community and District Demographics
- Land Use and Planning
- Student Generation Factors
- Spatial Analysis
- Enrollment Projections
- Resident Projections
- Facility Analysis
- Recommendations



Prepared by Jack Schreder and Assoc.
September 2012. Data sources: LA County GIS,
EIRL and JSA Original Research.



2.3

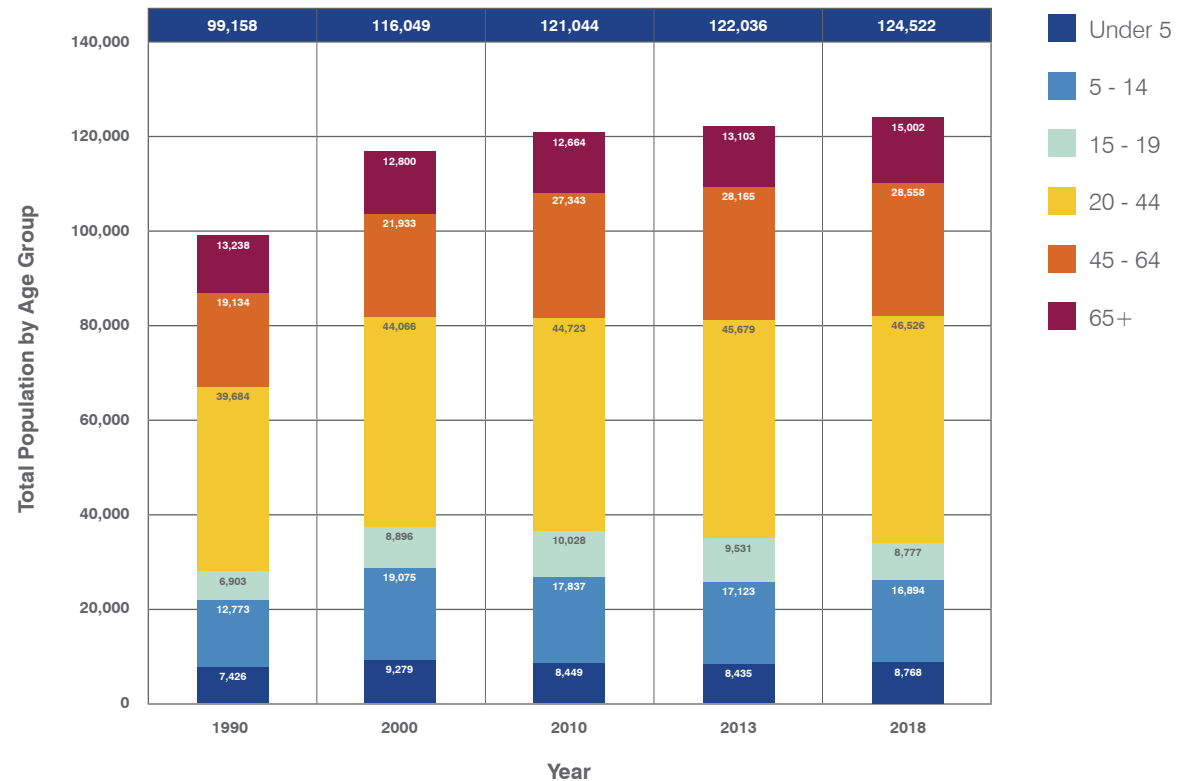
PLANNING & CONSIDERATIONS DEMOGRAPHICS & CAPACITY ANALYSIS

COMMUNITY DEMOGRAPHICS

By looking at current and projected trends in the DUSD general population and in the populations of school-aged children, critical decisions can be supported regarding future programming demands and facility needs.

- The general population of DUSD increased significantly from 99,158 in 1990 to 116,048 in 2000 (+17.0%) and increased again to 121,044 in 2010 (+4.3%).
- Since 2010, the population increased slightly (+0.8%) and is projected to increase another 2.0% through 2018.
- Growth of the community will continue, though at a measured rate.

The relevant school-age population, age 5-19, declined by 0.38% from 2000-2010. This population is projected to decline by 3.9% from 2013 to 2018.



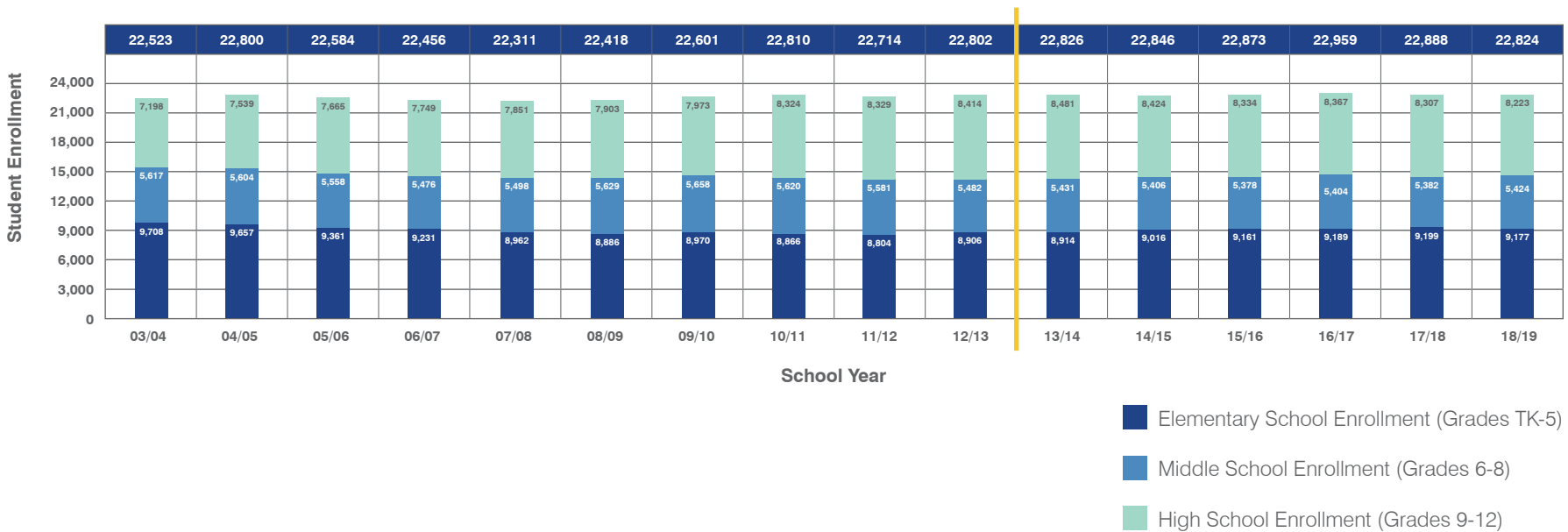
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PLANNING & CONSIDERATIONS DEMOGRAPHICS & CAPACITY ANALYSIS

DEMOGRAPHICS OVERVIEW

The Downey Unified School District serves students in grades Kindergarten (TK/K) through 12. As of school year 2012/2013, the enrollment of the School District was 22,802. The School District's (13) elementary schools served 8,906 students in grades Kindergarten through 5, 5,482 students in grades 6 through 8 at the four (4) middle schools and 8,414 students in grade 9 through 12 at the three (3) high schools. According to enrollment information from the California Department of Education ("CDE"), the enrollment of the School District has increased by 303 students, or 0.01 percent since school year 2003/2004.

HISTORICAL STUDENT ENROLLMENT

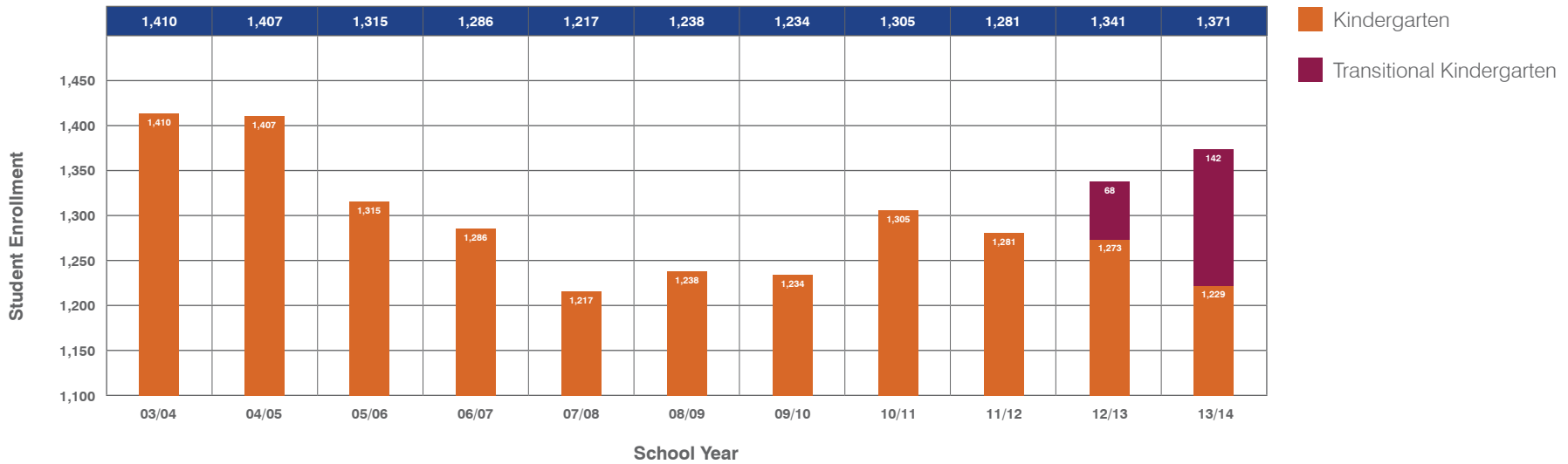


2.3 PLANNING & CONSIDERATIONS DEMOGRAPHICS & CAPACITY ANALYSIS

KINDERGARTEN IMPACT ON OVERALL ENROLLMENTS

Since 2011, kindergarten enrollment significantly increased, likely due to the implementation of the Transitional Kindergarten program.

Kindergarten enrollment has an impact on overall enrollments, as larger or smaller incoming kindergarten class sizes result in larger or smaller overall enrollments as these cohorts matriculate through the system.



2.3

PLANNING & CONSIDERATIONS DEMOGRAPHICS & CAPACITY ANALYSIS

ENROLLMENT PROJECTION SUMMARY

| School | Current Enrollment | | | | | | | |
|-----------------------------------|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | 13/14 | 14/15 | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 | 20/21 |
| Alameda Elementary School | 660 | 671 | 662 | 658 | 664 | 668 | 657 | 650 |
| Carpenter Elementary School | 524 | 493 | 500 | 497 | 490 | 483 | 500 | 511 |
| Gallatin Elementary School | 700 | 708 | 711 | 699 | 723 | 725 | 727 | 727 |
| Gauldin Elementary School | 608 | 615 | 629 | 651 | 654 | 652 | 654 | 655 |
| Imperial Elementary School | 568 | 594 | 629 | 642 | 649 | 654 | 645 | 639 |
| Lewis Elementary School | 772 | 771 | 781 | 774 | 763 | 761 | 764 | 765 |
| Old River Elementary School | 745 | 821 | 832 | 827 | 816 | 804 | 833 | 850 |
| Price Elementary School | 863 | 831 | 851 | 841 | 850 | 846 | 849 | 850 |
| Rio Hondo Elementary School | 855 | 814 | 832 | 829 | 823 | 824 | 827 | 829 |
| Rio San Gabriel Elementary School | 806 | 809 | 800 | 797 | 773 | 755 | 757 | 758 |
| Unsworth Elementary School | 649 | 681 | 695 | 701 | 688 | 692 | 694 | 694 |
| Ward Elementary School | 444 | 432 | 441 | 445 | 449 | 452 | 446 | 443 |
| Williams Elementary School | 720 | 778 | 799 | 830 | 856 | 862 | 867 | 857 |
| ELEMENTARY TOTALS | 8,914 | 9,016 | 9,161 | 9,189 | 9,199 | 9,177 | 9,219 | 9,229 |

| School | Current Enrollment | | | | | | | |
|-------------------------|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | 13/14 | 14/15 | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 | 20/21 |
| Doty Middle School | 1,412 | 1,385 | 1,327 | 1,334 | 1,328 | 1,339 | 1,323 | 1,312 |
| Griffiths Middle School | 1,357 | 1,355 | 1,344 | 1,350 | 1,345 | 1,356 | 1,340 | 1,329 |
| Sussman Middle School | 1,159 | 1,137 | 1,122 | 1,127 | 1,122 | 1,131 | 1,118 | 1,109 |
| West Middle School | 1,503 | 1,530 | 1,585 | 1,592 | 1,586 | 1,598 | 1,580 | 1,568 |
| MIDDLE TOTALS | 5,431 | 5,406 | 5,378 | 5,404 | 5,382 | 5,424 | 5,362 | 5,319 |



2.3

PLANNING & CONSIDERATIONS DEMOGRAPHICS & CAPACITY ANALYSIS

ENROLLMENT PROJECTION SUMMARY

| School | Current Enrollment | | | | | | | |
|----------------------|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | 13/14 | 14/15 | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 | 20/21 |
| Columbus High School | 323 | 357 | 345 | 346 | 346 | 346 | 346 | 346 |
| Downey High School | 4,358 | 4,293 | 4,240 | 4,255 | 4,223 | 4,179 | 4,195 | 4,197 |
| Warren High School | 3,800 | 3,774 | 3,749 | 3,766 | 3,738 | 3,698 | 3,712 | 3,714 |
| HIGH TOTALS | 8,481 | 8,424 | 8,334 | 8,367 | 8,307 | 8,223 | 8,253 | 8,258 |

| School | Current Enrollment | | | | | | | |
|------------------------|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | 13/14 | 14/15 | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 | 20/21 |
| DISTRICT TOTALS | 22,826 | 22,845 | 22,872 | 22,859 | 22,888 | 22,823 | 22,833 | 22,805 |
| <i>Annual Change</i> | | +19 | +27 | -13 | +29 | -65 | +10 | -28 |

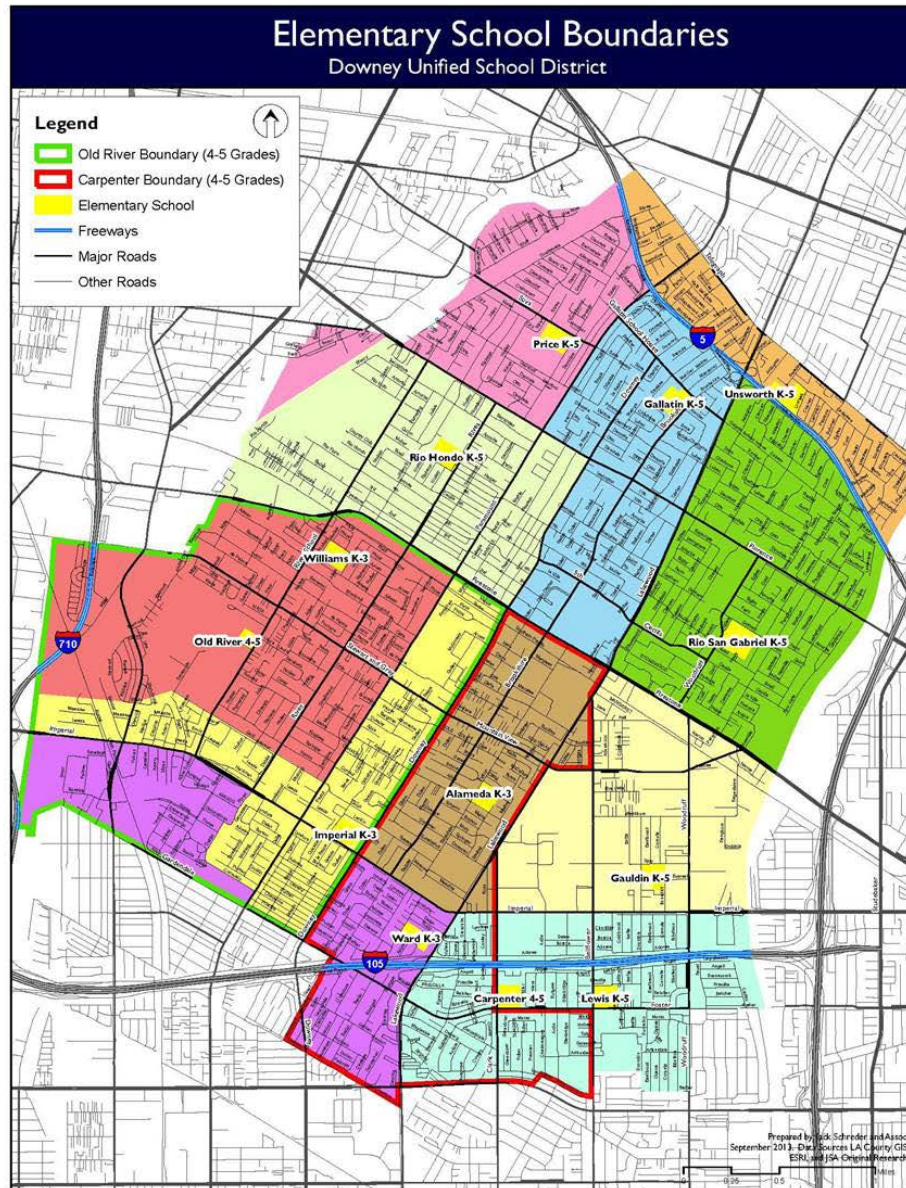


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PLANNING & CONSIDERATIONS DEMOGRAPHICS & CAPACITY ANALYSIS

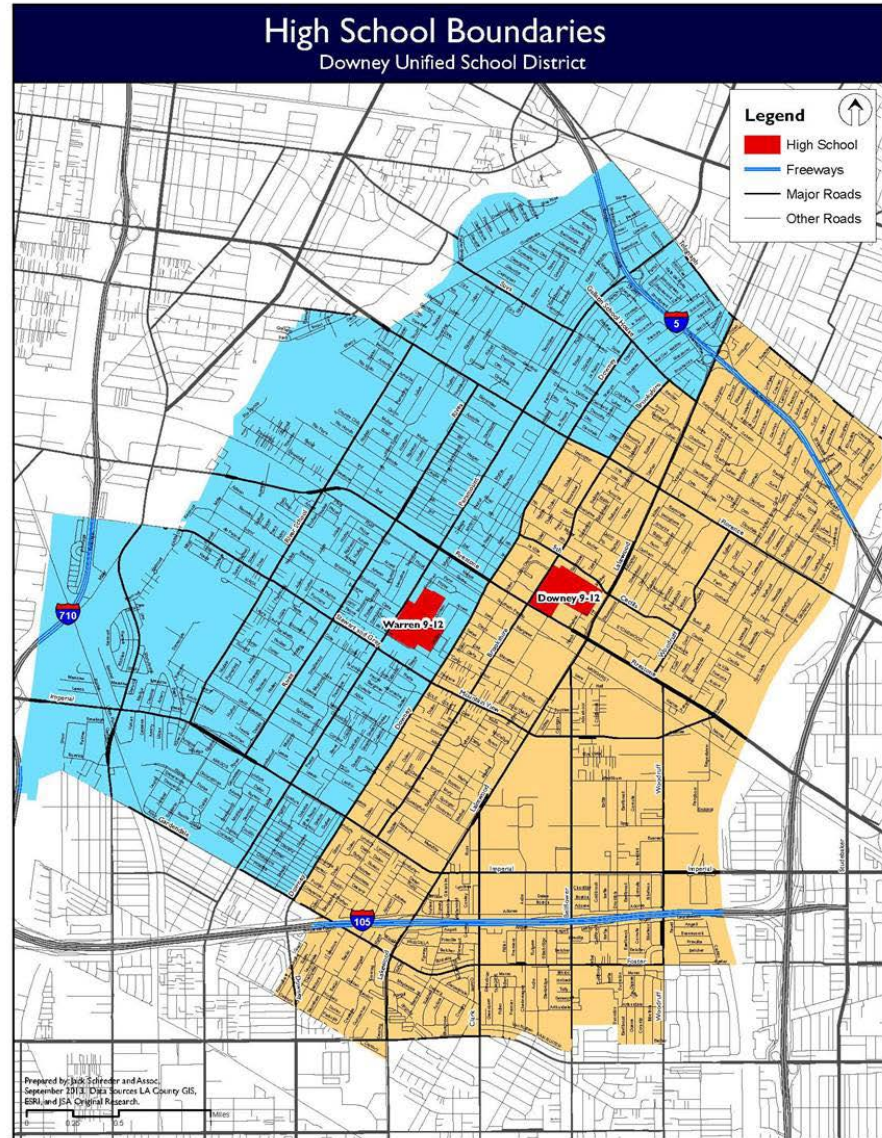
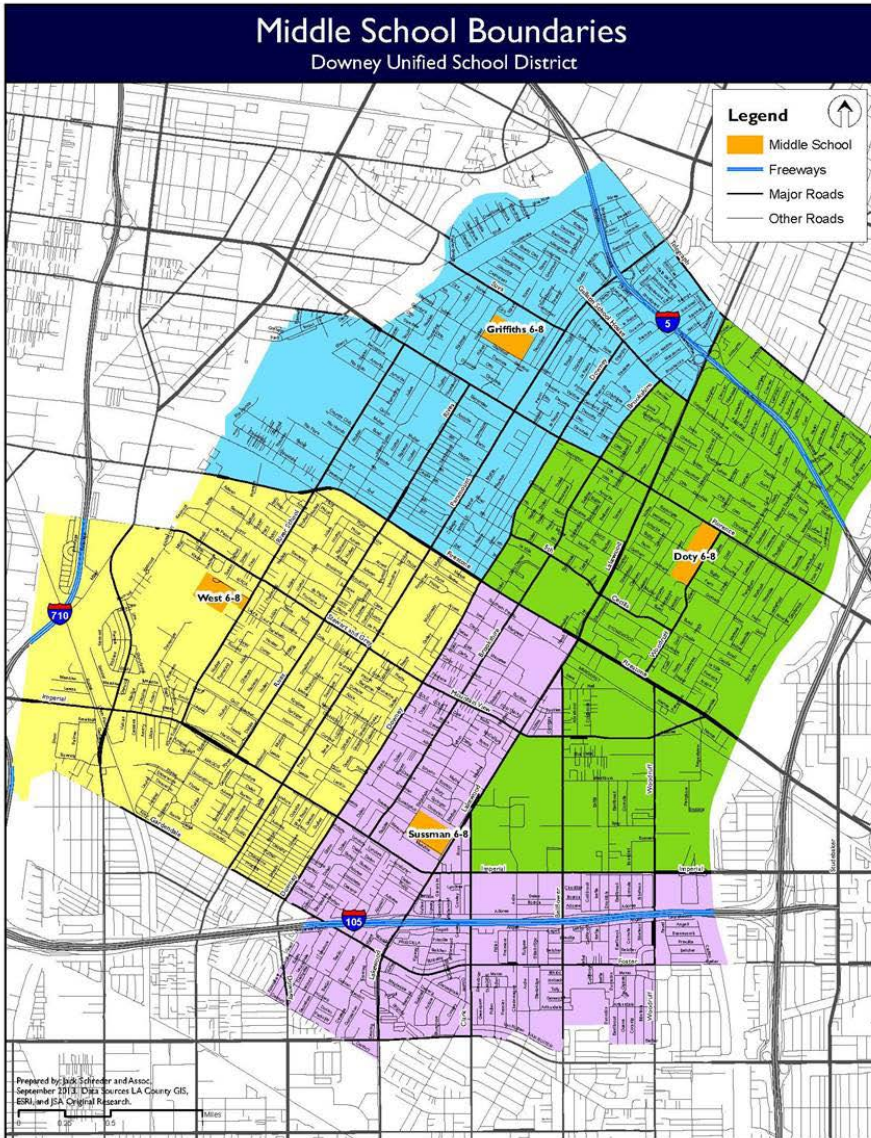
SPATIAL ANALYSIS

Schreder & Associates utilized a computer mapping software, a Geographic Information System (GIS), to map and analyze the Downey Unified School District. A GIS is a collection of computer hardware, software, and geographic data that can capture, store, update, analyze and display all forms of geographic information. Unlike a one-dimensional paper map, a GIS is dynamic in that it links location to information in various layers in order to spatially analyze complex relationships. For example, within a GIS where students live vs. where students attend school can be analyzed.



2.3

PLANNING & CONSIDERATIONS DEMOGRAPHICS & CAPACITY ANALYSIS

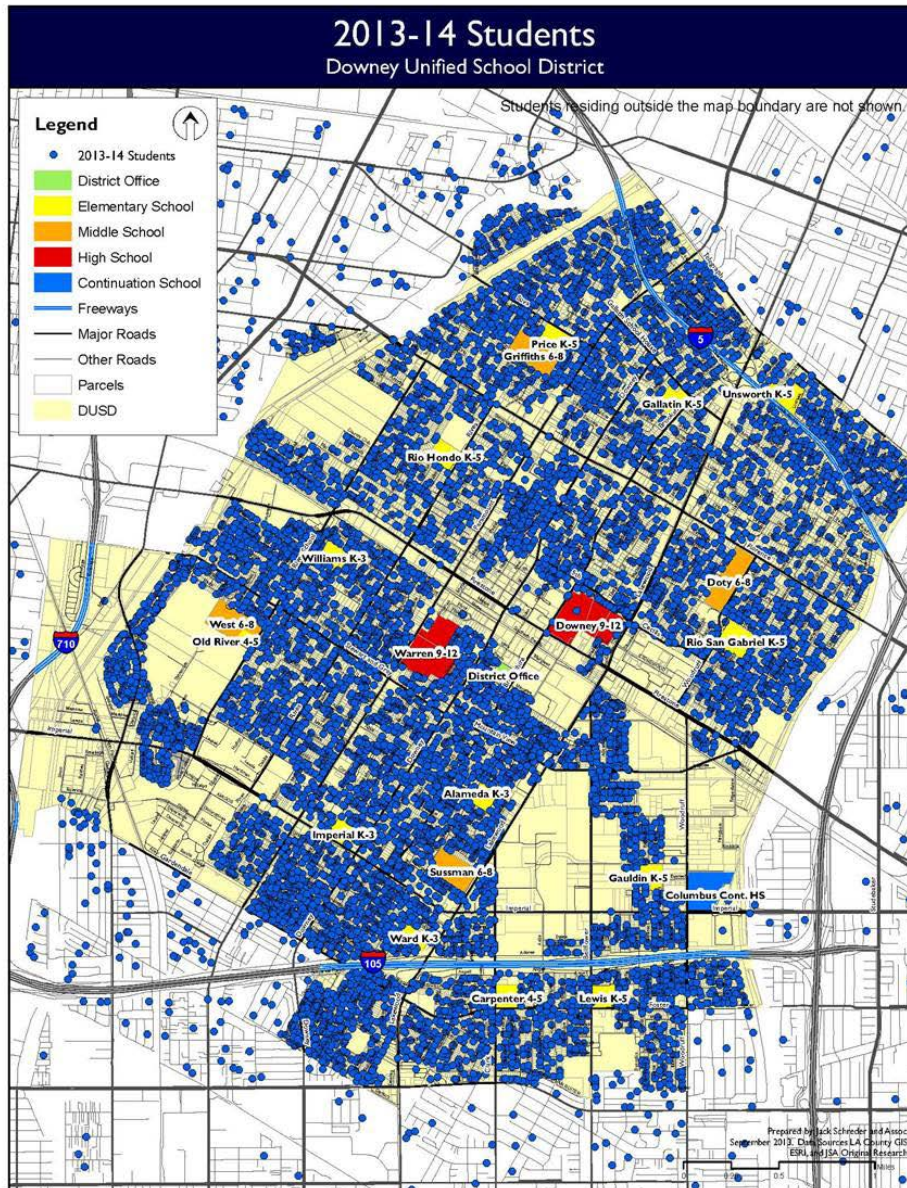


2.3

PLANNING & CONSIDERATIONS DEMOGRAPHICS & CAPACITY ANALYSIS

STUDENT DATA

Schreder & Associates utilized a computer mapping software, a Geographic Information System (GIS), to map and analyze the Downey Unified School District. A GIS is a collection of computer hardware, software, and geographic data that can capture, store, update, analyze and display all forms of geographic information. Unlike a one-dimensional paper map, a GIS is dynamic in that it links location to information in various layers in order to spatially analyze complex relationships. For example, within a GIS where students live vs. where students attend school can be analyzed.



2.3

PLANNING & CONSIDERATIONS DEMOGRAPHICS & CAPACITY ANALYSIS

STUDENT RESIDENT TOTALS

TK-12th grade student resident totals are lowest in Price and Unsworth school boundaries.

TK-12th grade student resident totals are highest in the Williams and Alameda school boundaries.

