



Facility Master Plan

Downey Unified School District
2022



Acknowledgments

We would like to acknowledge and thank the following people for their participation in the development of this facilities master plan.

Steering Committee		
Cabinet	Superintendent	Dr. John A. Garcia, Jr. Ph.D.
	Assoc. Superintendent, Business Services	Christina Aragon
	Asst. Superintendent, Secondary Education	Dr. Roger Brossmer, Ed.D.
	Asst. Superintendent, Elementary Education	Dr. Wayne Shannon, Ed.D.
	Asst. Superintendent, Human Resources	Alyda Mir
Facilities Planning & Development	DUSD, Senior Director Facilities	Vince Madsen
	DUSD, Program Manager	Luis Torres
Facilities Master Plan Committee		
Board of Education	Member	Giovanna Perez-Saab
	Member	Jose J. Rodriguez
	Member	Linda Salomon Saldaña
Cabinet	Superintendent	Dr. John A. Garcia, Jr. Ph.D.
	Asst. Superintendent, Secondary	Dr. Roger Brossmer, Ed.D.
	Asst. Superintendent, Elementary	Dr. Wayne Shannon, Ed.D.
	Asst. Superintendent, Human Resources	Alyda Mir
	Assoc. Superintendent, Business Services	Christina Aragon
Directors	DUSD, Technology Director	Chris Nezzar
	DUSD, MOT Director	John Shook
Facilities	DUSD, Senior Director Facilities	Vince Madsen
	DUSD, Construction Coordinator	Annie Aung
	DUSD, Program Manager	Luis Torres
Supervisors	DUSD, Maintenance Manager	Craig Karli
	DUSD, Operations Manager	Quinton Riles

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Principals	DUSD, Warren HS Principal	Cari White
	DUSD, Imperial ES Principal	Peggy Meehan
	DUSD, Lewis ES Principal	Allison Box
	DUSD, Rio Hondo ES Principal	Michael Williams
	DUSD, Rio San Gabriel ES Principal	David Cid
	DUSD, Williams ES Principal	Cary Calvo
DEA	Teacher Union Representative	Anna Beth Fishman
	Teacher Union Representative	Jim Mogen
	Teacher Union Representative	Danielle Mendenhall
Bargaining Unit	Classified Union Representative, Unit I	Marisol Alarid
	Classified Union Representative, Unit II	John Torres
PTA	Downey Council PTA Representative	Yobana Sanchez
Business/Community	Representative	Carrie Uva
	Representative	Sheila Tetangco-Bartolone
	Representative	Eric Pierce
	Representative	Matt Knox
	Representative	Kira Banos
	Representative	Willie Medina
City	City of Downey Mayor	Blanca Pacheco
	Downey City Council Alternate	Claudia Frometa
	Downey City Community Development	Aldo Schindler
Outside Organization	Downey Foundation for Educational Opportunities	Laura Hurtado



Executive Summary.

Introduction

PURPOSE OF THE MASTER PLAN

The purpose of a facilities master plan is to provide a continuous basis for planning educational facilities that will meet the changing needs of a community. The plan is a compilation of information, policies, and statistical data about a school district which addresses facilities needs for changes in enrollment and educational pedagogy.

The plan enables the district to:

- Gather and organize quantitative and qualitative information about a community from which present and future educational program needs can be determined.
- Estimate pupil population make-up including quantity and demographics so that schools may be planned and provided.
- Make objective appraisal of the quality and capacity of existing facilities
- Make more effective decisions regarding the types, amounts, and quality of new and existing school facilities and the disposition of temporary facilities in favor of permanent facilities to accommodate capacity needs
- Coordinate a program of total school and community planning
- Develop a system of educational programmed facilities priorities as an integral part of the educational process.
- Maintain a program of continuous, comprehensive planning and financing of school facilities.

THE MASTER PLAN PROCESS

The development of a Long Range Facility Master Plan is a multi-phases

initiative which includes a review of documentation and records related to existing campuses, as well as historical construction and modernization efforts to date; a physical assessment of existing conditions; current space utilization; capacity, enrollment history and future projections; a thorough understanding of educational programs and program-related needs from a District, site and community perspective; as well as current and future grade-specific and site-specific needs.

Data Collection

District Background and Strategic Objectives

The data collection phase establishes the existing context for decision making in the development of the long-term plan. This begins with an understanding of the District and its Strategic Objectives. This information helps the team to understand educational goals and desired outcomes, the history of previous facility planning and building programs and overall priorities. This is the lens through which future decision making is made.

Facility History

An understanding of existing facility history is critically important to making sound, long-term future decisions. The planning team collected historical data regarding existing campus plans and as-built drawings, work order histories, and records of past building system upgrades.

District Standards

A facility master plan should always be cognizant of the long-term implementation of recommendations. To that end, Any available district standards are reviewed to ensure that recommendations conform with operational practices and can be reasonably implemented and maintained over time.

Demographics and Capacity Analysis

A detailed demographics study provides historical and projected enrollment trends for each school site and the District in aggregate. This information is used to determine facility needs as they relate to capacity in the near-term, medium-term, and long-term. The demographics report also provides statistical data regarding facility usage of specific school sites and can inform programmatic decision making.

Condition Assessments

Assessment teams conducted in-depth site walks to evaluate the existing conditions of facilities and building systems. The teams consisted of architectural, building envelope, and mechanical, electrical, plumbing (MEP) specialists who determined the qualitative condition of site elements, building envelopes, building interiors, and infrastructure on a systems-level basis. Facilities were evaluated using a condition rating scale of 1-4 as outlined in the Facility Condition Rating (FCI) rating table below.

Site / Campus Asset Analysis		FCI
Good 1	Priority Level: Minor Modernization, upgrades due to systems failures are a minor priority at this time.	The facility condition index is good for this building / structure. This building / structure has received comprehensive stewardship. The Life-Cycle status is between 0-25% for most major systems.
Fair 2	Priority Level: Medium Modernization, upgrades, replacements due to systems failures are a medium priority at this time. Major systems are beginning to fail and should be scheduled for modernization, upgrades, replacements in the future.	The facility condition index is fair for this building / structure. This building / structure has received managed care. For this study, permanent buildings 30 years old or less are classified in this category. The Life-Cycle status is between 51-75% for most major systems.
Poor 3	Priority Level: High Modernization, upgrades, replacements due to systems failures are a high priority at this time. Major systems are failing and should be scheduled for modernization, upgrades, replacements in the future.	The facility condition index is poor for this building / structure. This building / structure has received reactive management. For this study, permanent buildings 40 years old or less are classified in this category. The Life-Cycle status is between 76-100% for most major systems.
Very Poor 4	Priority Level: Very High Modernization, upgrades, replacements due to systems failures are a very high priority at this time. Major systems are failing and should be scheduled for modernization, upgrades, replacements in the near future.	The facility condition index is very poor for this building / structure. This building / structure is in need of extensive care. For this study, permanent buildings 50 years old or more are classified in this category. The Life-Cycle status is over 100% for most major systems

Establishing the Educational Vision and Goals

The facility master plan seeks to support the district’s long term educational goals. To do this, the planning team first develops an understanding of desired outcomes, curriculum frameworks and instructional delivery methodologies. The planning process then establishes a vision for environments, spaces, and adjacencies that support those educational outcomes. This framework serves as the basis of future design and implementation of the plan at each individual site.

Stakeholder Engagement

Stakeholder engagement is a critical component of the master planning process. Users, district leadership, and community members all provide unique perspectives which inform the final plan. They help to establish guiding principles, uncover specific needs, and develop priorities for implementation. The engagement process is layered and iterative, continually gathering input and feedback to build consensus over time and between the various stakeholder groups.

Identifying Scopes of Work and Related Costs

While the condition assessment provides an understanding of the current state of facilities, and the educational vision identifies the desired outcomes and future state of facilities; the scopes of work demonstrate the steps needed to move from current state to future state. Related costs are developed to provide a reasonable budget for implementing the plan over the long term.

Site master plans provide project scopes to address needs identified in the condition assessment, demographics analysis, and stakeholder engagement. Scopes are identified as modernization, reconfiguration of space, and new construction. Specific programmatic-related scopes of work are also identified across each site.

Financial Summary

The financial assessment, which serves as the master budget, provides a summary of projected costs for the recommended facility needs and scopes of work at each site. The report includes life-cycle repair and / or replacement line items as well as proposed modernization and new construction projects.

The master budget identifies costs at a system level basis utilizing master format divisions of work. This program level master budget has been drafted based on 2022 industry costs. Each phase of implementation will require adjustment of escalation and overall market conditions for each year.

Community Engagement

At the outset of the facilities master planning process, the District Leadership team set out to define the roles and responsibilities of the stakeholder participant groups. These groups were refined in the process and ultimately comprised a Steering Committee, a Facilities Master Plan Committee, individual School Site Committees and Focus Group interviews of representatives for specialized topics.

The groups provided input throughout the project, defining educational program goals and offering direction on facilities master planning goals. The input was synthesized and used as the foundation for developing recommendations for scopes of work and priorities

DESCRIPTION OF STAKEHOLDER GROUPS

Steering Committee (SC)

The Steering Committee was comprised of district leadership, including the Superintendent, Associate Superintendent of Business Services, Assistant Superintendent of Human Resources, Assistant Superintendent of Elementary Educational Services, Assistant Superintendent of Secondary Educational Services, Public Information Officer, and the Facilities Planning and Development team.

This group steered and coordinated the process ensuring that input from a range of stakeholders would be optimized. In addition, through regular meetings, the team was responsible for reviewing outcomes from the various groups and providing input on development of the site master plans and estimated budgets to guide the FMP process.

Facilities Master Plan Committee (FMPC)

The FMPC was comprised of a diverse group of District Leadership, school site representatives, civic organizations staff and local community stakeholders. Meetings were held to develop broad visioning concepts and to review and provide

input on the development of the site master plans and the proposed prioritization of projects.

School Site Committees (SSC)

School Site Committees were formed to provide the planning team with input on specific site challenges and opportunities. The diverse representation of this group enabled the team collect input from multiple perspectives, including users, parents, and the community. Participants included teachers, students, parents and site administrators.

Program Focus Groups

Focus group meetings were held on an as-needed basis, to focus on particular programs, including overarching topics such as Special Education. Additionally, interviews of key District staff for Maintenance, Operations, Transportation, Food Service, and Information Technology took place to determine facilities needs within their areas of expertise. 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.

METHODOLOGY

Participants engaged in a variety of structured activities, aimed at soliciting input to develop a vision for aligning facilities with educational outcomes, identifying specific user needs, and developing project priorities.

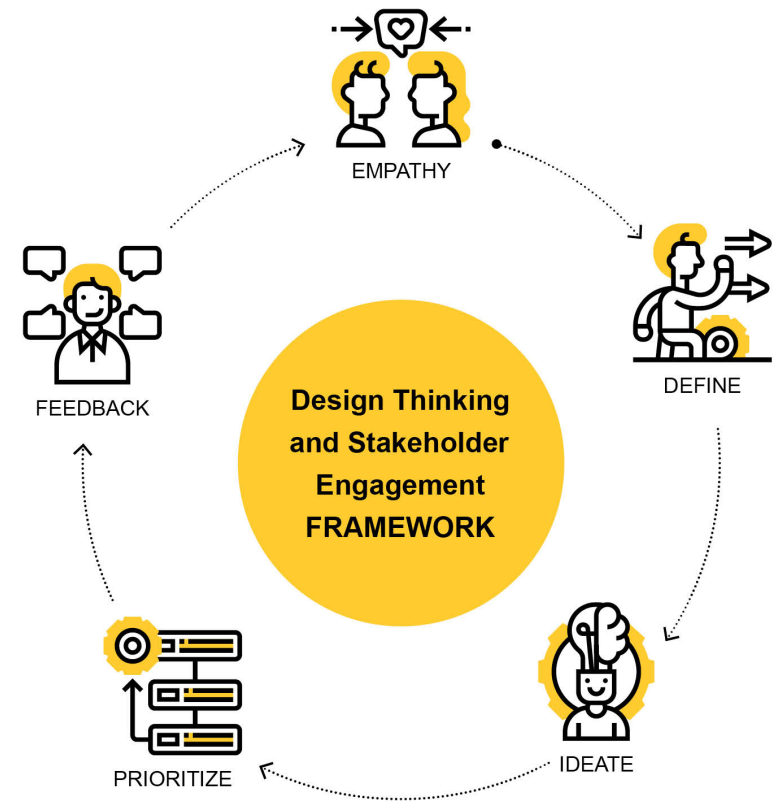
Design Thinking Framework

Design thinking is a process for solving problems which emphasizes an understanding of specific user needs and develops solutions through an iterative process to arrive at a final design. This framework has been customized for the specific needs of the master planning process and includes five stages:

- **Empathize:** develop an understanding of the users' experience, needs, values, and priorities
- **Define:** define the scope of the challenge or problem to be solved, including internal and external influences, context and desired outcomes
- **Ideate:** generate an abundance of ideas which can be evaluated and prioritized
- **Prioritize:** define priorities for review and feedback
- **Test:** present prototype concepts for evaluation and feedback

This process is cyclical and moves through the ideate, prototype and testing phases until consensus is developed around a final solution.

The intent of a community or stakeholder engagement session is to define challenges to be solved, generate ideas, and collect feedback which can then be incorporated into the final plan.



Workshop Principles

While the nuances and needs of each engagement differ, and each principle may not be able to be implemented rigidly and to its fullest extent, these proven principles guide the facilitation of the engagement process and are intended to keep participants focused in order to maximize the useful and meaningful input of the group.

Together, Alone

Often, in open discussions, the person with the most energy, or the one who has the most decision-making authority influences the rest of the group. The group’s tendency is to adopt and run with that person’s opinion, or not develop any opinion at all. When working “together, alone,” participants are not being influenced by others. In turn, this leaves everyone with the time and space to work through a solution.

Provide Opportunities for Anonymity

Anonymity has the advantage of removing any bias that participants might have towards a piece of the solution and allows them to provide input freely and without judgment.

All Ideas are Valid and Considered

Validation is critically important in facilitating meaningful engagement. The role of the facilitator is to ensure that all views and voices are heard and considered. Facilitation is unbiased and the facilitator seeks to help participants frame and make meaning of their arguments without judgment.

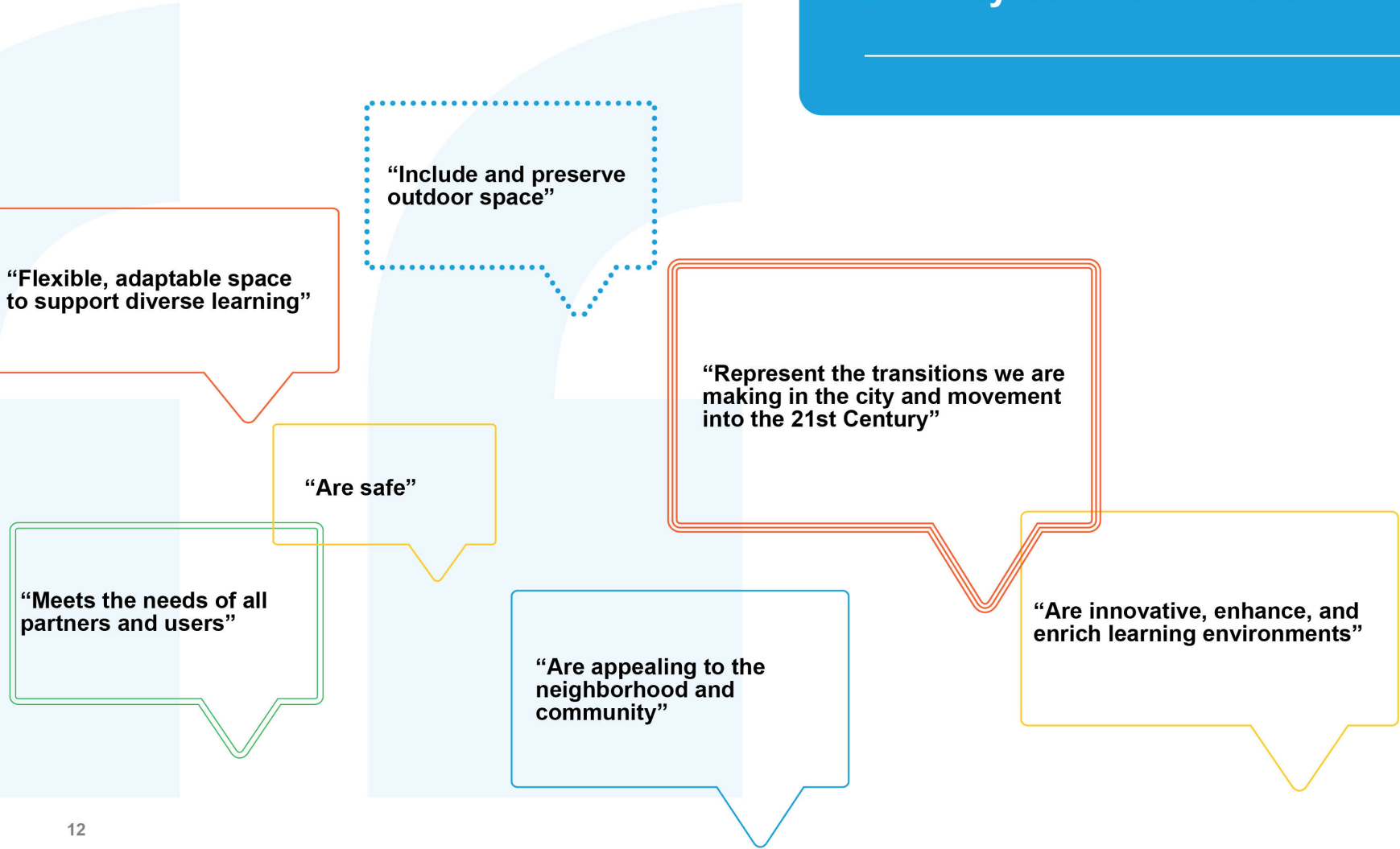


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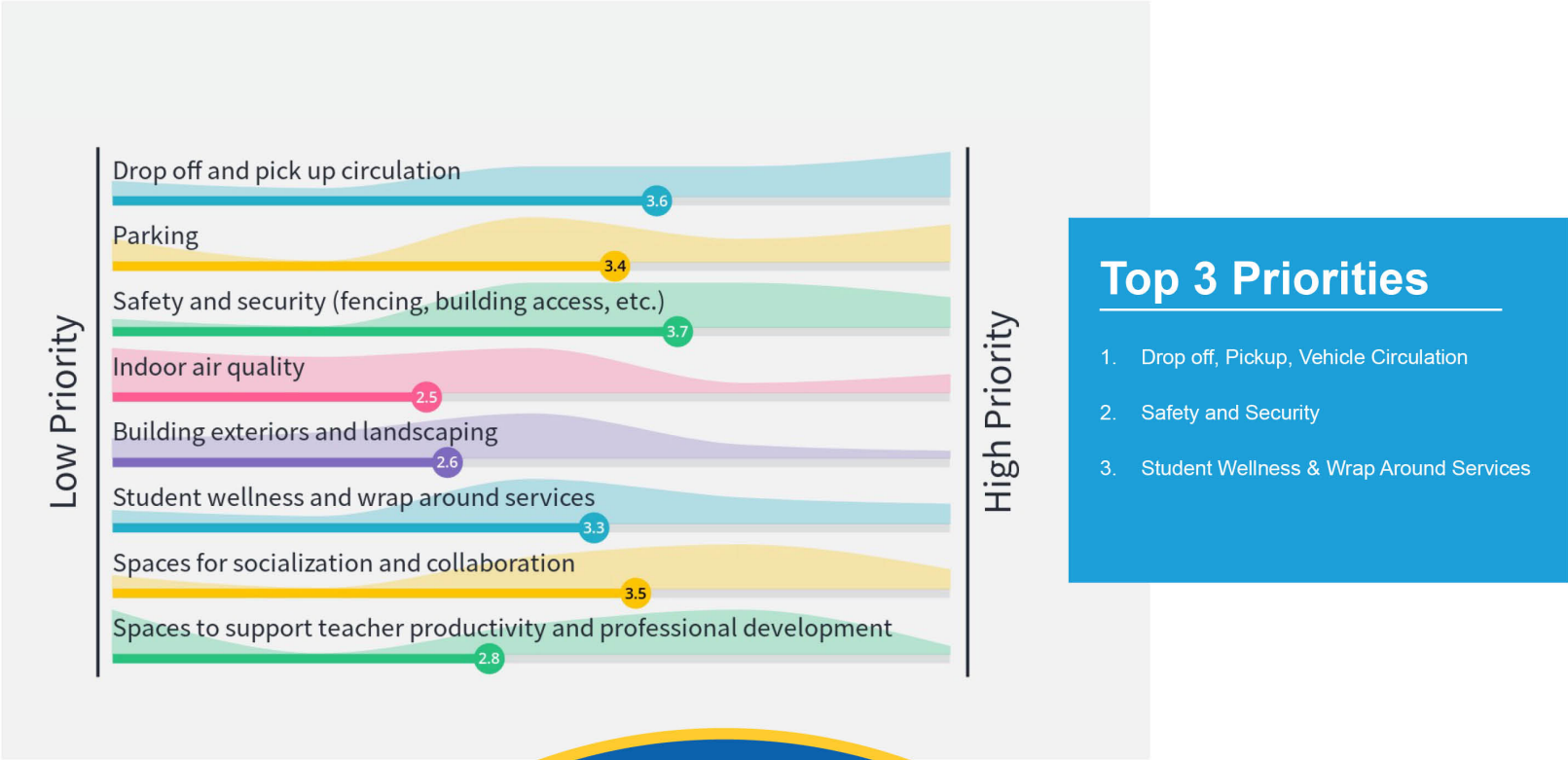
ENGAGEMENT SUMMARY

Stakeholders were asked a variety of questions to help uncover specific challenges, needs, and priorities. Their input informed the planning process and was combined with input from district leadership and site users.

As a community member, it is important to me that the Downey school facilities...



Project Priorities



Bathrooms

When asked about specific items to be addressed, participants overwhelming identified restroom facilities and infrastructure as a top priority.

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Sailboat Activity Lightning Design

1. Identify what works and what holds us back from achieving the goal of aligning facilities with educational outcomes
2. Vote on the challenges to solve, top vote getters are ranked and grouped
3. Ideate solutions to solve challenges
4. Vote on solutions, top vote getters are ranked and grouped

WHAT WE HEARD

What pushes us towards our goal?

- Improved Safety and Security
- Flexible, Adaptable spaces
- Balance Needs Vs. Wants
- Outdoor Learning
- Technology
- Infrastructure Modernization
- Refreshed landscaping
- Ability to attract and retain staff
- Willingness and vision to create new programming

What challenges hold us back from our goal?

- Implementing temporary fixes in lieu of long-term solutions
- Pick-up, drop-off
- Lack of functional space
- Ongoing maintenance costs
- Outdated technology
- Security
- Potentially losing staples like libraries
- Deteriorating restrooms and plumbing
- Inequity at the elementary schools

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TOP PRIORITIES

Challenges to Solve

Challenge	Votes
Address parking and traffic issues at all sites	55
Aging infrastructure	27
More outdoor eating spaces / learning spaces	20
Multipurpose space	10
Key system for security	9
Updated cafeteria	2

TOP PRIORITIES

Potential Solutions

Solution	Votes
Two-story facilities	12
Innovative, modern facilities	9
Using turf in lieu of grass (landscaping)	10
Update building envelope for increased security	6
Demolish portables	6
Create health indoor air quality	4
Wellness Centers	4
Storage	1

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Big Ideas: Scopes of Work



General Modernization

General modernization and life-cycle replacement of building systems, fixtures, and finishes



Expansion for Universal Pre-K

Provide adequate space to accommodate expansion of Universal Transitional Kindergarten.



Wellness and Student Support Services

Co-locate wellness and support services spaces to maximize efficiency and effectiveness.



Parking and Drop Off

Improve and expand parking and drop-off areas.



Single Point of Entry, Site Security

Improve safety and security at administration / entry points, fencing, and parking areas.



Portable Replacement

Replace portable buildings with permanent construction.



Nutrition Services

Improve nutrition services capabilities with expansion of site kitchen spaces.

Cost Summary

Project costs are determined using a database of costs based on a combination of cost estimating resources including RS Means and Sierra West cost estimating manuals; third party cost estimators; recent, comparable bid estimates; as well as estimates provided by local contractors and material suppliers as a benchmark for validation and adjustment.

Unit costs for modernization projects were determined on a cost per square foot basis. This cost per square foot was applied for modernization, reconfiguration, new construction, and modernization of specialty spaces such as restrooms and kitchens. Additional unit costs were used for specific building systems.

This method of estimation is intended to provide a guide for project budgeting parameters. It is not a detailed estimation of projects costs, as projects have only been identified in broad scope.

The proposed project costs consist of hard construction costs (material and labor), project contingency (10% of construction cost), soft costs (25% of construction cost plus contingency) and an escalation of 8% per annum based on the year of proposed start of construction.

Developing the Project Cost	
Construction Cost	\$100
Contingency	\$110
Construction Cost plus Soft Costs (25%)	\$137.50
With 1 Year Escalation (6%)	\$148.50

Construction Costs Include Items Such As:
Demolition
Foundations and Footings
Building Structures, Insulation, and Sheathing
Mechanical, Electrical, and Plumbing Systems
Doors and Windows
Building Exterior Finishes and Paint
Interior Flooring, Walls, and Ceiling Finishes
Furniture, Fixtures, and Equipment
Site Improvements
Safety and Security
ADA Upgrades

Soft Costs Include Items Such As:
Consultant Fees
Agency Review & Inspection Fees
Project Expenses

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2022 \$	Construction Cost	Project Cost
High Schools	\$100,947,585.90	\$126,184,482.38
Warren High School	\$12,253,762.50	\$15,317,203.13
Downey High School	\$18,616,020.00	\$23,270,025.00
District Sites	\$15,602,269.74	\$19,502,837.18
Pace District Education Center	\$10,602,269.74	\$13,252,837.18
Columbus Site Phase 1	\$12,751,000.00	\$15,938,750.00
Columbus Site Phase 2	\$25,635,103.40	\$32,043,879.25
Columbus Site Phase 3	\$31,191,700.00	\$38,989,625.00
District Wide	\$5,000,000.00	\$6,250,000.00
Elementary Schools	\$328,994,628.17	\$411,243,285.21
Carpenter Elementary School	\$26,085,496.32	\$32,606,870.40
Imperial Elementary School	\$26,459,103.70	\$33,073,879.63
Rio Hondo Elementary School	\$25,582,784.66	\$31,978,480.83
Rio San Gabriel Elementary School	\$26,615,197.76	\$33,268,997.20
Unsworth Elementary School	\$22,318,375.02	\$27,897,968.78
Ward Elementary School	\$22,191,096.52	\$27,738,870.65
Williams Elementary School	\$29,871,492.66	\$37,339,365.83
Alameda Elementary School	\$23,114,464.47	\$28,893,080.59
Gallatin Elementary School	\$26,887,694.66	\$33,609,618.33
Gauldin Elementary School	\$31,383,802.22	\$39,229,752.78
Lewis Elementary School	\$29,217,602.68	\$36,522,003.35
Old River Elementary School	\$11,223,001.80	\$14,028,752.25
Price Elementary School	\$28,044,515.70	\$35,055,644.63
Grand Total	\$445,544,483.81	\$556,930,604.76



THANK YOU.