



WOODLAND JOINT UNIFIED SCHOOL DISTRICT DISTRICTWIDE FACILITIES ASSESSMENT 2022

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LPA



WOODLAND JOINT UNIFIED SCHOOL DISTRICT DISTRICTWIDE FACILITIES ASSESSMENT **2022**

1 PROCESS

- Equity Statement
- Stakeholder Groups and Involvement
- Purpose
- Background
- Schedule

2 PLANNING

- Scopes of Work
- DFP Cost Summary
- Funding
- Stakeholder Priorities
- Teacher & Staff Survey Detail
- Student Survey Detail
- Student Career Technical Education Survey Detail
- Priority Development & School Site Rating System
- Board Priorities

3 EDUCATIONAL SPECIFICATIONS

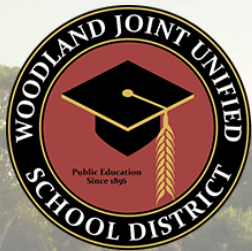
- Table of Contents
- Introduction
- General Guidelines
- Elementary School
- Middle School
- High School

4 SITES

- Contents Per Site:
 - Functionality Assessment
 - Site Photos
 - Existing Site Plan
 - Long-Term Site Plan Diagram
 - Cost Estimate
 - Technical Assessment: Executive Summary

This document was formatted for the Districtwide Facilities Plan website.
Visit LPAmasterplans.com/Woodland-JUSD-FMP
or scan the QR code for additional features including an interactive
dashboard for the Site Rating System.





DISTRICTWIDE FACILITIES ASSESSMENT 2022
WOODLAND JOINT UNIFIED SCHOOL DISTRICT

PROCESS
INTRODUCTION



BPO415: EQUITY POLICY AND REGULATION

The WJUSD Board adopted Policy 0415 regarding Equity originally on August 16, 2016 and revised it, adding the Equity Regulation on March 19, 2020. The following text is taken directly from the policy 0415 and is either used in full context or paraphrased.

“All WJUSD policies and practices will reflect the goal of reducing gaps in educational opportunity to ensure all students achieve academic proficiency and college and career readiness. The district will examine and monitor policies, programs, practices, and written documents to ensure that they are consistent with this goal. The district is determined to reduce persistent disparities in achievement, performance, and socio-economic adjustment among subgroups based on factors such as race, ethnicity, language, national origin, gender, sexual orientation, gender identity, gender expression, socio-economic status or disability.”

“All students deserve excellent schools, which are culturally responsive and set high expectations, a high-quality learning environment, and equitable resources to ensure that they are reaching their full potential.”

Desired Outcomes:

1. Comparably High Academic Achievement and Other Student Outcomes

...high comparable performance for all identifiable groups of learners...

2. Equitable Access and Inclusion

...full participation of all learners...

3. Equitable Treatment Patterns

Interactions...are characterized by acceptance, valuing, respect, support, safety, and security...

4. Equitable Opportunity to Learn

...every child...is presented with the challenge to reach high standards and are given...supports to achieve the high standards of excellence...

5. Equitable Resources Funding

...distributed in an equitable and fair manner...

6. Equitable Shared Accountability

...all educational stakeholders accept responsibility...

To address Facilities Equity, this Districtwide Facilities Plan proposes to add a seventh Desired Outcome:

7. Equitable Infrastructure Planning and Facilities

Realizing that education equity requires modern school facilities and that school buildings impact student health, learning and performance; all students should have access to equitably well-maintained, safe schools that are appropriately equipped, sized, well-lit, clean, climate controlled as needed to successfully implement the quality of programs and activities envisioned.



Roles & Responsibilities

At the outset of the Districtwide facilities planning process, the District Leadership team set out to define the roles and responsibilities of the stakeholder participant groups. These groups were refined throughout the process and ultimately comprised a Steering Committee, a Districtwide Facilities Plan Committee (formerly Facilities Master Plan Committee), an Educational Visioning Committee, individual School Site Communities, and Focus Group interviews of representatives for specialized topics.

The groups provided input throughout the process; identifying district-wide and site-specific needs, defining educational program goals, and offering direction on facilities planning goals. All input eventually led to the creation of a set of final recommendations that will be brought before the Board of Trustees for review, comment, and approval.

PROCESS LEADERS

Woodland Joint Unified School District's **Board of Trustees** approved the DFP contract with LPA in January 2021 and was kept informed of the DFP process through informative updates at key points within the process. The entire Districtwide Facilities Plan will be presented to the Board for their final priority recommendations and approval.

Steering Committee (SC) directed and coordinated the process and ensured that input from a range of stakeholders would be optimized. Through regular meetings, this team was responsible for guiding the process through reviewing outcomes from the various groups and providing input on development of the long-term site plans and estimated budgets.

Districtwide Facilities Plan Committee (formerly titled the Facilities Master Plan Committee, or FMPC) is comprised of a diverse group of District Leadership, school site representatives, city partner organizations staff, and local community stakeholders. Meetings are held to develop broad visioning concepts and to review and provide input on the development of the conceptual long-term site plan diagrams.

Planning Participants

Board of Trustees

Jake Whitaker	<i>President</i>
Rogelio Villagrana	<i>Vice President</i>
Deborah Bautista Zavala	<i>Clerk</i>
Morgan Childers	<i>Member</i>
Bibiana Barrios De Garcia	<i>Member</i>
Kandice Richardson Fowler	<i>Member</i>
Noel J. Rodriguez	<i>Member</i>

Steering Committee

Rogelio Villagrana	<i>Trustee, Vice President</i>
Deborah Bautista Zavala	<i>Trustee, Clerk</i>
Bibiana Barrios De Garcia	<i>Trustee, Member</i>
Christina Lambie	<i>Exec. Dir. of Teach'g/Learn'g</i>
Eddie Gonzalez	<i>Principal, Freeman ES</i>
Lewis Wiley	<i>Assoc. Supt. of Bus. Services</i>
Lore Carrillo	<i>Principal, Douglass MS</i>
Maria Orozco	<i>Dir. of Equity and Access</i>
Nick Baral	<i>Dir. of Facilities</i>
Peter Lambert	<i>Principal, Woodland HS</i>
Elodia Orgeta-Lampkin	<i>Interim Superintendent</i>

Districtwide Facilities Plan Committee

Nick Baral	<i>Dir. of Facilities</i>
Tina Burkhard	<i>Dir. of Tech. Services</i>
Sonia Cadena	<i>DELAC</i>
Debbie Decker	<i>Previous Board Member</i>
Rebecca Foster	<i>Dir. of Special Education</i>
Todd Freer	<i>CSEA</i>
Eric Garber	<i>Community Leader</i>
Karen Gossard	<i>Parent</i>
Liza Grandia	<i>Coalition for Green Schools</i>
Matt Juchniewicz	<i>Yolo COE</i>
Kym Milisci	<i>Pioneer HS</i>
Jacob Miller	<i>CSEA</i>
Tony Peregrina	<i>Dir. of Transportation</i>
Phil Pinegar	<i>Plainfield ES</i>
Michael Pyeatt	<i>Previous Board Member</i>
Rebecca Rossiter	<i>CSEA</i>
Gerald Salcido	<i>Woodland HS</i>
Spencer Springer	<i>Dir. of Child Nutrition</i>
Tania Tafoya	<i>Previous Board Member</i>
Lewis Wiley	<i>Assoc. Supt. Of Bus. Services</i>
Felicia Wilson	<i>Dir. of Student Sup't. Svcs.</i>





VISION

Focus Group interviews are held to gain understanding of the District's day-to-day operations and future vision.

Individuals interviewed encompassed the following topics:

- Elementary & Secondary School Programs
- Special Education
- Adult Education
- District English Language Advisory Committee (DELAC)
- After School Programs
- Technology
- Transportation and Warehouse
- Maintenance & Operations Trade Groups
- Food Service

The conversations looked 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.

Educational Visioning Committee

Information gleaned from the Program Focus Groups is developed further in this virtual workshop-type setting. Ideas and potential design recommendations are explored with members of Woodland JUSD, representing the following areas:

- District Program Leaders
- Instructional Coaches
- Classified Staff
- Certificated Staff
- Site Leadership/Principals

The purpose of this process is to inform the Educational Program Vision, a vital component of the overall Districtwide Facilities Plan.

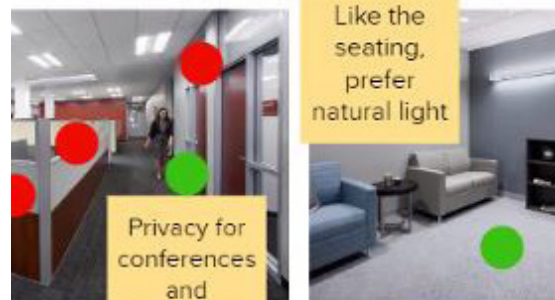
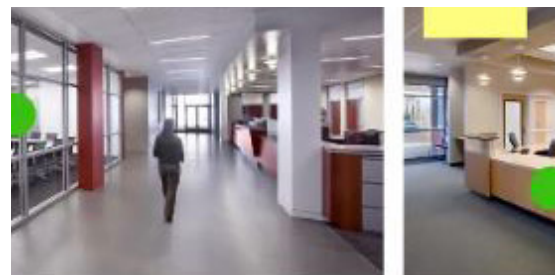
Planning Participants

Focus Groups

Rebecca Foster	Special Education
Christina Lambie	Educational Programs
Karin Liu	Adult Education
Maria Orozco	EL & After School
Elodia Ortega-Lampkin	Educational Programs
Tony Peregrina	Transportation
Spencer Springer	Food & Nutrition Services
DeAnn Tenhunfeld	After School
DELAC	

Educational Visioning Committee

Christina Lambie	Exec. Dir. of Teach'g/Learn'g
Rebecca Foster	Dir. Special Education
Caitlin Shelton	Special Education Admin
Karin Liu	Principal, Adult Ed
Felicia Rodoni-Wilson	Dir. Student Services
Maria Lewis	Coordinator, Child Dev't
DeAnn Tenhunfeld	TOSA, ASES
Sendra Reese	Principal, Pioneer HS
Peter Lambert	Principal, Woodland HS
Cristina Morel	Principal, Douglass MS
Phil Pinegar	Principal, Plainfield ES
Kelly Schevenin	Principal, Prairie ES
Maria Martinez	Principal, Sci Tech
Darcy Zloczewski	TOSA
Lucy Woodall	TOSA
Andrea Thomas	TOSA
Jyothi Soto	TOSA
Molly McLaughlin	TOSA
Elizabeth Reiff	Transportation
Jami Quam	Transportation
Jess Enriquez	Warehouse
Sharon Jensen	Teacher (CTE), Woodland HS
Javier Marin	Teacher and Coach, Woodland HS
Ernest Schneidereit	Teacher, ILC
Emily Stewart	Teacher (AVID), Lee MS
Robert Rogers	Band Director, Pioneer HS
Joyce Belletti	Library Tech, Beamer ES
Armando Olvera	EL Specialist, DMS
Cindy Fulton	Food Service
Karen Westberg	Food Service
Sandra Creamer	Food Service



Like the seating, prefer natural light

Privacy for conferences and secretaries

love the flexible seating



OUTREACH

A series of online surveys are interwoven within the planning process to gain a variety of perspectives.

Principals are surveyed early in the process. They begin with an online survey, then meet individually with the LPA planning team as part of the School Site Listening Sessions, as a means to understand the individual school site operations, room uses, and how the facilities are helping or hindering the learning process.

An online **Teacher & Staff Survey** was distributed shortly after the Principal Survey in May 2021 that targeted the usability of existing spaces and identified top needs at each school site.

An online **Student Survey** was provided in English and Spanish languages for students in grades 4 and above, including Adult Education. Similar to the Teacher & Staff Survey, the Student Survey identified top needs and gave indication to the aspects they would like to see changed in the future.

SCHOOL SITES

School Site Committees (SSC) are formed to assist planning team in development and confirmation of the conceptual long-term plan proposal for each school site in the District. Interaction with these stakeholders includes a School Site Listening Session, a **Town Hall Meeting**, and a follow-up 1-on-1 interview with each site. Behind-the-scenes engagements occur during the Draft Long-Term Site Plan Diagram stage of the process. Participants on the SSC's vary and may include School Site Counsels, PTAs, teachers, students, parents, and site administrators.

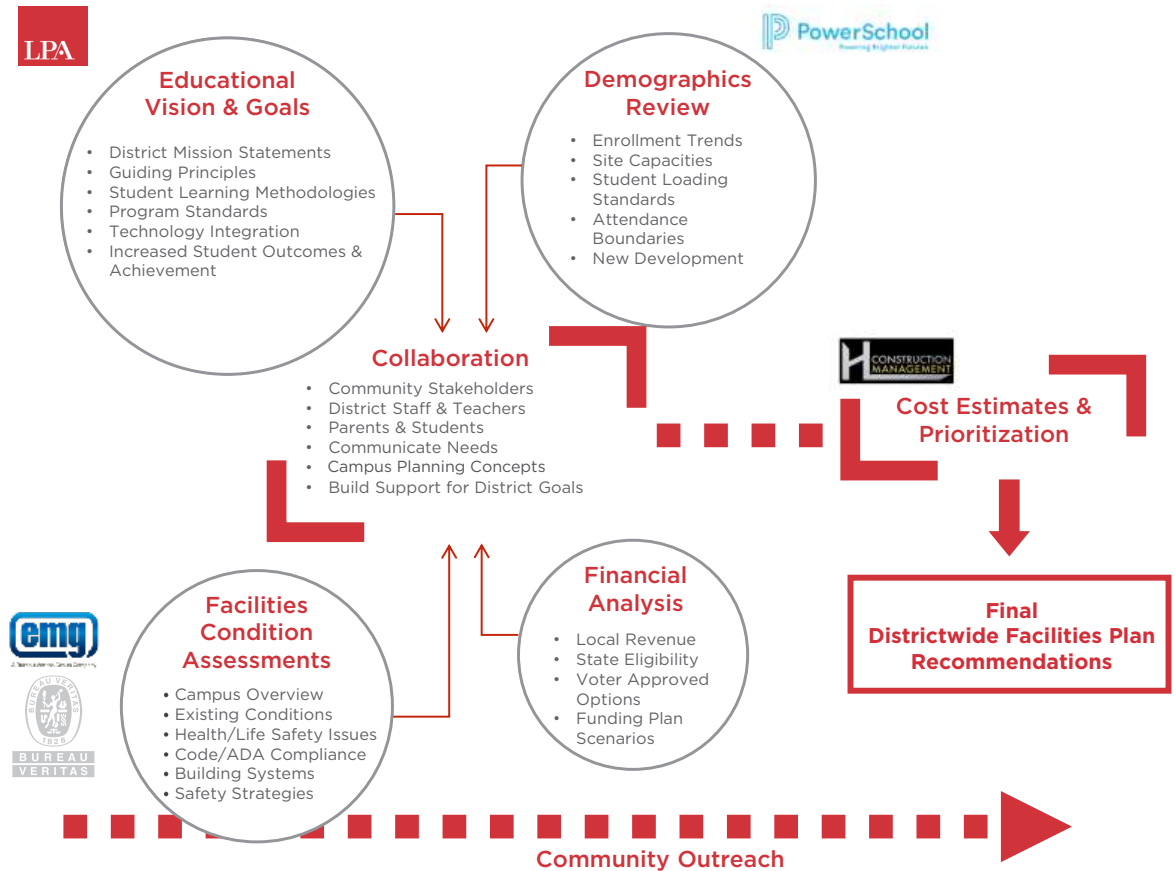


LPA Planning Team with Various School Site Committee During Their Listening Sessions

Today, the economic conditions and ever-evolving educational programs are affecting how schools are being planned, designed, and managed. The purpose of the Districtwide Facilities Plan (DFP) 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 an evolved, common, and coordinated vision.

An DFP is strategic in nature. It identifies a vision for the next 10 to 15 years. The long-term site plan diagrams provide a graphic representation of this vision for each site. It is important to note that the individual school site plan diagram is not an architectural design but rather a plan for the future improvement of the District's facilities infrastructure in support of the educational program goals for increased student outcomes and achievement. It identifies types of spaces and their adjacencies to one another, among other things.

This plan identifies the overall needs of a campus and shows a general path of how to get to the goal, but it does not provide specific design solutions. It represents long range improvement recommendations serving as a tool in establishing budgets for each site. The estimated costs spreadsheet developed towards the end of the process can be utilized as a "tool kit" by the District for planning purposes, to run potential program phasing and implementation scenarios, as funding sources become available.



The DFP is intended to be a guideline to allow sites to maintain flexibility as enrollment and program needs change. The accompanying diagram illustrates the primary components of a comprehensive DFP document.

As individual projects are selected to move forward it is expected that options will be explored with further engagement with school site stakeholders to improve upon the long-term site plan scope recommendations.

PURPOSE

Educational/Program Vision

As projects move forward into the design phases, the Educational Vision section of the DFP helps inform the size, organization, and overall design of the new spaces beyond the diagrammatic site plan diagrams. This section is a set of design guidelines of the individual program elements, and describes the intended use of each space and includes suggestions of furniture types, finishes, and equipment that should be considered as the design is developed.

Long-Term Site Diagrams

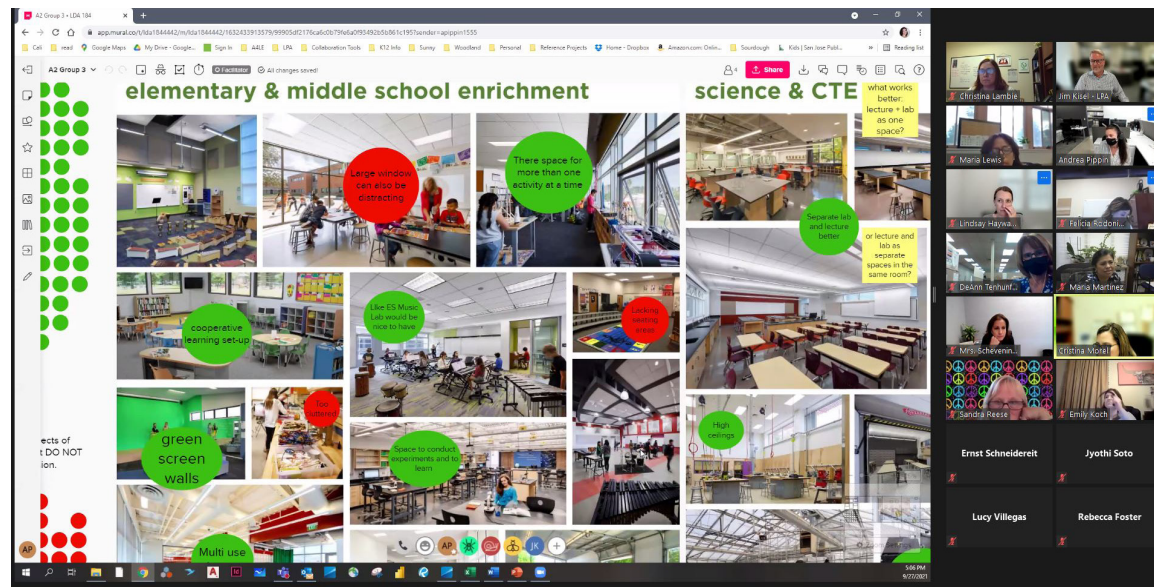
District leadership and facilities personnel, with approval from the Board of Trustees, will pursue implementation of the DFP. The projects that are implemented first may be driven in part by District needs, Stakeholder and Board Priorities then layered with the estimated costs and funding (as it becomes identified).

The specified campus plan recommendations contained in this DFP document have not been based upon detailed site surveys, such as coordination of existing utility locations, soils reports, and detailed code evaluation studies. That level of analysis will be completed during the design phase as projects are implemented. It is also likely that the projects listed in the DFP will be addressed incrementally and phased in over time, not as one large, comprehensive project.

Therefore, it is important to note that when implementing individual projects in the plan, they are designed in such a way that future scopes can be realized and that each project can stand on its own without negatively impacting operational aspects of the school. As projects are developed over time, the DFP should be revisited and updated so that it reflects the changing needs of the Woodland Joint Unified School District. Though not

a requirement, this Districtwide Facilities Plan update process is recommended by the California Department of Education every three to five years.

As projects approved by the Board of Trustees move forward, design teams (architects and engineers) will plan individual aspects of the projects recommended in the DFP. At that time, a School Site Design Committee should be assembled to meet with the design team and provide input on the design of the individual elements of the plan. The plans that result from the more detailed design phase process may vary from the concept shown in the DFP, but should be a reflection of the overarching goals and program elements identified through the DFP process.





DISTRICT INFORMATION

Taken from Woodland JUSD's 2021-22 Local Control and Accountability Plan (LCAP).

The Woodland Joint Unified School District (WJUSD) serves students (9,658) in the Woodland city limits as well as the surrounding areas throughout Yolo County. Woodland is a vibrant agricultural community with a rich tradition of community members supporting the teaching and learning of all students. The District runs a fully accredited, robust educational program, with preschools and transitional kindergarten, 11 elementary schools, 2 middle schools, 2 comprehensive high schools, 1 continuation high school, and alternative educational options including Home/Hospital, K-8 Home Study, and Community Day School. Services within these schools are provided to all students, including English Learners, Low Income students, Foster and Homeless students, students with special needs, and students who are chronically absent.

PROCESS

The Districtwide Facilities Plan (DFP) has a far reaching stakeholder engagement process. This has been accomplished through the use of online surveys, community meetings, and focused interviews.

In addition to the outreach processes, the DFP focuses on coordinating the District's educational program goals with the proposed facility improvements. The projects are reflected as a long-term site plan, to allow for better coordination of short and long range improvements. Each project is itemized to provide better continuity of the overall plan and is coordinated with the estimated budgets. The intent of listing and phasing each project allows the District to manage the implementation of the projects with the greatest flexibility in the future.

Facilities Needs and Conditions Assessment

In the spring of 2021, LPA's consulting firm, Bureau Veritas performed a detailed analysis of building conditions, beginning with their own set of site walks.

LPA also created site-specific assessments during the Site Listening Sessions where each campus was reviewed through the lens of use, functionality, and the facility's tie to curriculum.

While LPA's analysis focused on the appropriateness of the buildings as they relate to the district's educational program, Bureau Veritas' assessment reviewed the facilities' condition and its system's remaining useful life over the course of the 10-year DFP lifespan.

Long-Term Site Planning

After analyzing information gathered during the site walks, various surveys, and interviews on the condition of the facilities and program needs, the planning team develop Draft Site Plan diagrams. These drafts were presented in a series of Town Hall meetings. Ten (10) Town Hall meetings were held overall as a means of providing the broadest access to the greater Woodland community. The Town Hall experience was provided in English and equally in Spanish at four (4) locations throughout the District, capturing the Pioneer High School, Knights Landing, Woodland High School, and Yolo Communities. The Town Hall was also held in an on-line webinar in English and Spanish. Recordings from these webinars are available on the DFP website.

Following the Town Hall meetings, the Draft Site Plan diagrams remained at each of the school sites, for viewing and input-gathering. After approximately one month of review and comment, LPA met one-on-one with the Principals to review the site comments, capture School Site Committee priorities, and solidify the Long-Term Site Diagrams.



Woodland Joint Unified School District

Districtwide Facilities Plan Schedule Districtwide Facilities Plan Schedule

