
Chapter 10. Youth and Education

BACKGROUND

Schools

The Davis Joint Unified School District is the major provider of educational services for the City of Davis. The District covers an area of 126 square miles. The District's total enrollment is 7,896 students, including special education students in the 1998/99 school year.

The existing District schools and enrollments in the 1998/99 school year are:

- Eight elementary schools (Birch Lane, Cesar Chavez, North Davis, Patwin, Pioneer, Robert Willett, Valley Oak, and the Fairfield School in the unincorporated County area west of Davis), with a total enrollment of 4,050. These schools serve grades kindergarten through six. The oldest of these facilities was constructed in 1953, while the newest was added in 1992. The average size for these elementary school sites is eight acres.
- Two junior high schools (Ralph Waldo Emerson and Oliver Wendell Holmes), with a total enrollment of 1,847. These schools, built in 1979 and 1966, serve grades seven through nine. They are located on 26.4 and 19.5 acre sites, respectively.
- One high school (Davis Senior), with an enrollment of 1,631. Built in 1960 on a 45.5 acre site, it serves grades ten through twelve. In addition, the Martin Luther King Continuation High School in central Davis has an enrollment of 53.
- K-12 Independent Study Program with enrollment of 192.

The DJUSD also has an interest in four additional sites in Davis. The District owns sites in Mace Ranch Park and Oakshade and is prepared to use the sites in the future as elementary schools if necessary. The District owns the Wildhorse site in North Davis and the site will be used for interim soccer fields for seven years. The District owns the "Grande" site in North Davis, although a variety of alternative uses are under consideration for this site.

The District's policy for desired school size is:

- Elementary, 600 enrollment and 10 net acres site. Two of the existing seven elementary schools meet this size standard.

- Junior high, 1,200 enrollment and 22 net acres site. One of the two junior high schools meets this size standard.
- High school, no existing policy although a 40 net acre site meets the State Department of Education standard for 2,000 students. Davis Senior High School meets this standard.

Student yield averages for a single family residential unit are 0.26 for elementary; 0.13 for junior high; 0.12 for high school; and 0.51 total. Student yield averages for a multi-family unit are: 0.08 for elementary; 0.02 for junior high; 0.02 for high school; and 0.12 total. Yield estimates for new construction are higher than these city-wide averages. Student yield averages for new construction are 0.69 total for a single family unit and 0.44 total for a multi-family unit. A multi-family unit targeted toward low-income families is likely to have a yield factor of 0.80 to 1.40 rather than the average of 0.35.¹

Private schools in Davis are Davis Waldorf School (K-8), St. James School (K-8), Montessori-Portage Bay (K-3), and Merryhill Country Day School (K-8).

Child Care and Youth Services

Child care in Davis is provided through family day care homes, nursery schools, day care centers, baby-sitting co-ops, license-exempt child care, and facilities at elementary and intermediate school sites (grades 4-6) before and after school. Every elementary and intermediate school has before and after school child care on or near the school site. In 1993, all of these facilities had a capacity for approximately 1,910 children, excluding part-day preschool programs.

The City of Davis Parks and Community Services Department provides the following types of services for child care: referrals; subsidies for qualifying families; technical assistance on how to start up and operate a child care program; support services for family day care providers; parenting workshops and information; a book and toy lending library; and a bi-monthly newsletter.

The City of Davis also supports services for youth through Community Development Block Grants. Some of the youth services provided include pediatric emergency care and dental care through the Community Clinic, child care through the International House Mother-Child Learning Center, runaway counseling and emergency housing through the Allied Services for Kids program, and youth and family counseling through the Yolo Family Services Agency.

¹ Davis Joint Unified School District Student Yield Factor Study. Shilts Consultants. April, 1998.

GOALS, POLICES AND ACTIONS

GOAL Y&E 1. Ensure that high quality formal and informal learning opportunities exist for youth and adults.

Policy Y&E 1.1 Develop and participate in collaborative consortiums that will bring educational and recreational program providers together.

Actions

- a. Organize a consortium of educational and recreational program providers and users to provide a forum for assessment of current formal and informal learning opportunities, and planning and possible partnerships for future programs.
- b. Hold a joint City Council and DJUSD Board annual round-table meeting to allow presentation and general discussion of current statewide and nationwide K-14 and adult, formal and informal, academic and vocational, educational issues and concerns.
- c. Develop collaborative programming with DJUSD and other educational and recreational program providers that will offer opportunities for quality formal and informal learning for youth and adults, including the interests of those individuals with special needs.
- d. Cooperate with DJUSD and other educational and recreational program providers in applying for grants and other funding for collaborative programming.
- e. Support with human and financial resources learning activities in practical and academic areas offered to youth by local libraries, museums, youth groups and learning centers.
- f. Provide funding assistance as available to local libraries, museums and learning centers for after-school and vacation youth activities.
- g. Continue to provide information about the formation and maintenance of formally organized clubs for youth.
- h. Cooperate with UC Davis and DJUSD to develop a mentor system whereby junior high, high school and college students educate younger students.

Policy Y&E 1.2 Provide a supportive environment for diverse forms and styles of learning.

Actions

- a. Utilize educational technology and methods in City youth programs that support different styles of learning.
- b. Continue to provide educational information to parents regarding different styles of learning through child care educational programs.
- c. Continue to provide inclusive recreation to ensure the participation of individuals with disabilities in city programs.
- d. Maintain and, if possible, increase the City's competitive fund which annually supports arts activities and increase the fund income so that the types of eligible activities can be increased by allowing a wider range of activities including science events or activities to be eligible for funding.

GOAL Y&E 2. Address social and recreational needs of youth, with an emphasis on youth experiencing at-risk situations, in energetic, innovative and caring ways.

Policy Y&E 2.1 Provide a comprehensive range of services to serve youth with an emphasis on youth experiencing at-risk situations.

Actions

- a. Develop a city-wide master plan for delivering youth and family services after-school and over the summers.
 - b. Encourage businesses, agencies and organizations to develop thoughtful and responsive policies and programs that address the unmet needs of youth. Programs could include interest-based clubs, self-care and self reliance courses, drop-in activities, paid employment, and volunteer opportunities such as working with younger children.
 - c. Offer programs at times and places convenient to youth.
 - d. Hire staff for youth programs that is racially and culturally compatible with and recruited from the community served.
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- e. Provide training in parenting skills that includes concepts such as parents and their children signing a contract that spells out mutual responsibilities and provides guidelines of dress and conduct.
- f. Provide opportunities for summer youth employment and encourage the business community to provide additional employment.
- g. Identify and advertise opportunities for students to work with planners to set up and build parks (e.g., picking out foliage, planting, constructing play sites, etc).
- h. Continue to integrate work on community projects into the sentencing and diversion of juvenile offenders.
- i. Continue to offer free or low cost transit passes for preteens to facilitate participation in community activities.

Policy Y&E 2.2 Involve youth and family members together in recreational and social programs offered by the City.

Actions

- a. Involve parents in an individualized Education Plan for Inclusive Recreation participation.

GOAL Y&E 3. Encourage participation by youth in a variety of community service and public policy activities.

Policy Y&E 3.1 Bring youth into the process of making and implementing public policy and program decisions.

- a. Create a Youth Commission comprised primarily of youth to provide City Council guidance on the issues that affect youths.
 - b. Include youth on City commissions and committees, as appropriate.
 - c. Conduct periodic City Council "youth sessions." The sessions should be oriented at both parents and youth to address issues related to youth and spotlight on-going City programs available to youth.
 - d. Develop a program to allow teachers in area schools to bring students into city hall and have council members and City staff visit the classroom.
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- e. Establish mini-internships on the City Council staff and key City departments for junior high and high school students.
- f. With DJUSD, develop a community service curriculum for youths which identifies city-wide service projects to meet community needs, adds a community service requirement for high school graduation and/or forms a community service course that gives high school graduation credit.

Policy Y&E 3.2 Draw upon youth as a source of innovation and pride.

Actions

- a. Encourage Davis businesses to provide window space to advertise school and youth events.
- b. Involve youth in the planning and set-up of community events.
- c. Encourage the Farmer's Market to feature an area school club each Saturday (eg. band, choir, cheerleaders, drama, etc.).

GOAL Y&E 4. Recognize and celebrate youth and their accomplishments.

Policy Y&E 4.1 Recognize and celebrate the accomplishments of youth developed in a wide array of educational settings.

Actions

- a. Sponsor a "Youth Awareness (or Appreciation) Day".
- b. Institute an annual Mayor's Award for Service to Youth in the area of "informal education".
- c. Publicize the City's educational programs and acknowledge educational achievements in City information brochures prepared for distribution to the community.

GOAL Y&E 5. Promote, encourage and support environmental education with a special focus on youth involvement.

Policy Y&E 5.1 Support educational programs that address the role of people in shaping the natural environment and their relationship to the environment.

Actions

- a. Establish an annual City-wide environmental awareness day.
- b. Support private, non-profit environmental education programs.
- c. Provide information to schools regarding City environmental impact reports for use in school curriculum.

GOAL Y&E 6. Provide a broad range of vocational and career opportunities to meet the needs of all Davis residents and to ensure a diverse and appropriately trained work force.

Policy Y&E 6.1 Establish a program of vocational and career education.

Actions

- a. Work with the School District to continue to offer youth career exploration through the “Shadow” program or similar programs.
- b. Work with businesses and non-profit entities to create a program to allow community members to explore work in various job locations.
- c. Continue to work with businesses, non-profit entities, DJUSD and UC Davis to create a vocational training program.
- d. Make available the resource guide of work exploration experiences, job shadows, and job training mentorship resources available in the community that is prepared by the Yolo County Employment Program.

GOAL Y&E 7. Work with the Davis Joint Unified School District and private school operators to provide for public schools and educational facilities that serve as neighborhood focal points and maintain a quality learning and recreational environment.

Policy Y&E 7.1 It shall be the policy of the City to integrate public schools physically and functionally as focal points of their surrounding neighborhoods.

Standards

- a. Annexation proposals, General Plan Amendments, Specific Plans and Master Plans shall identify all existing and planned school sites and reflect General Plan policies regarding school site location and designs.

Actions

- b. Continue to review proposed school sites for consistency with the General Plan, and require the reservation or dedication of school sites in proposed projects consistent with the General Plan.
- c. Continue to forward at the earliest possible stage all development proposals including annexations, General Plan amendments, Specific Plans, pre-zoning or re-zoning to the School District for review and response regarding the impacts of such development on School District facilities, school capacity and potential school sites.
- d. Consult with the School District during the creation or update of any development proposals including annexations, General Plan amendments, Specific Plans, pre-zoning or re-zoning.
- e. Develop guidelines for the provision of school sites in new development areas. The guidelines shall include site size, configuration, and location in relation to streets and commercial land uses.
- f. Urge the DJUSD to consider transportation issues in deciding whether to expand the existing high school or create a second one.
- g. Develop and maintain joint use recreation facilities with the School District.

GOAL Y&E 8. Plan for the costs of new school facilities when planning for specific new residential development.

Policy Y&E 8.1 It shall be the policy of the city to require to the extent legally permissible the full mitigation of school impacts resulting from new residential development within the boundaries of the city.

Note: Senate Bill 50 enacted in 1998 affects a local agency's ability to mitigate school facility impacts above statutory "base" fees and to deny a project based on inadequate school facilities. This law will be subject to interpretation. In any event, an environmental impact report with an alternatives discussion is required

where there are significant and unavoidable impacts. In addition, a voluntary mitigation agreement with a developer is a possible solution to a mitigation problem.

Standards

- a. Land dedications or reservations for schools shall meet School District guidelines for school site size. Where more than one owner or development project is involved, the City shall, to the extent feasible, impose appropriate conditions and/or require written agreements in order to assure that the requisite school site acreage can and will be assembled to meet facility site requirements.
- b. General Plan amendments, Specific Plans, pre-zoning or re-zoning shall only be made after the City, following consultation with the School District, determines that provisions for dedication or reservation of school sites are adequate to meet the needs of the School District.
- c. Any project set forth in any proposed General Plan amendment, specific plan, pre-zoning or re-zoning shall show the location of future school sites to serve such project based upon adopted School District plans and criteria and General Plan criteria. Such a project shall include provisions for adequate funding for site acquisition and facility construction including compliance with any City imposed mitigation measures (subject to further policy level discussion regarding applicability) to the extent legally permissible.
- d. Future elementary and junior high schools should be:
 - Centrally located within or adjacent to residential neighborhoods and within the projected attendance area to minimize walking distances.
 - Located to minimize the number of students who would have to cross a major street to reach the school.
 - Located with direct access to an existing or planned collector or minor arterial street, as well as to a second road.
 - Conveniently and safely accessible to pedestrians and bicyclists.

- Planned adjacent to neighborhood and community parks and designed to promote joint use of appropriate facilities.
- e. Future high school facilities should be sited through close cooperation of the city and the Davis Joint Unified School District.
- f. The City shall require the following minimum usable areas for school sites:
- Elementary acres: 10-11 net acres.
 - Junior high schools: 22-25 net acres.
 - High schools: 40-50 net acres.
 - Alternative school facilities: 8 net acres.

The larger site sizes are needed when a class size reduction program is implemented. A different acreage may be required if planned student enrollment is smaller or larger than normal. The size of alternative school facilities depends on the program.

- g. Schools sites should be level and rectangular in shape, with average dimensions of 3 to 5 width to length ratio and a minimum depth of 150 feet.
- h. Development projects shall provide school sites with access to all basic utilities and services in a timely manner.
- i. To the extent feasible, construction of new residential projects should be phased to match the timing of school construction based on school district standards for new schools. Development should be allowed in only one area of town at a time to facilitate timely provision of school facilities.

Actions

- j. Request that the School District report on a regular basis to the City on the status of adequacy of school facilities to be provided for by future annexations, General Plan amendments, Specific Plans, pre-zoning or re-zoning.
- k. Work jointly with the School District to develop procedures to incorporate school site location and acquisition as part of the planning process for all annexations, General Plan amendments, Specific Plans, pre-zoning or re-zoning.

- l. Provide for the dedication or reservation of school sites meeting the standards provided for herein, at the earliest possible stage, in all subdivision and parcel maps or in the alternative, find that other suitable sites are available.
- m. Establish supplemental mitigation fees or other mitigation measures as requirements of development projects if the City Council determines that such fees or other measures are legally permissible and necessary to meet the facility funding needs of the School District and that other methods of school financing are not adequate. Such determination shall be based on School District supplied data establishing a nexus for such measures.
- n. Do not issue a building permit until the applicant has complied with all applicable school mitigation measures including the payment of any mitigation fees and has received certification from the School District that such requirement for fees or other measures has been complied with.

GOAL Y&E 9. Construct new public schools to meet the needs of residential growth.

Policy Y&E 9.1 It shall be the policy of the City to take all legally permissible steps to ensure the full mitigation of impacts of new development on school facilities.

Actions

- a. Require that development projects make provisions for reservation or dedication of school sites meeting School District site standards and construction of new school facilities adequate to meet the facility needs of the School District.
- b. Require that development projects which include school sites provide the site with access to all basic utilities and services in a timely manner.
- c. To the extent feasible, phase development consistent with capacity needs of existing and new school facilities.
- d. Prior to approving a new residential project, make a finding as to the project's impact on school facilities and the measures taken to address the impact.

- e. Cooperate with the School District to the extent authorized by law in establishing school funding mechanisms for new subdivisions and in-fill development to ensure that the impacts of such development on school facilities are fully mitigated.
- f. Facilitate the coordination of City and School District efforts to monitor the impact on schools of residential development projects, to project developments' effects on school attendance, to use consistent approaches to school impact analysis, and to effectively convey information between the City and the School District.
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