



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.3

Meeting Date: February 16, 2023

Subject: Facilities Master Plan Equity Index Update

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Facility Support Services

Recommendation: Receive update on the Facilities Master Plan's implementation since initially approved by the Board of Education in October 2021.

Background/Rationale: A Facilities Master Plan (FMP) is a collection of data that serves as a basis for planning future facilities improvements, providing a rationale to the school community and public for the use of capital project funds. The data most readily utilized in traditional master plans is current facilities condition and enrollment or capacity trends in district facilities. Unfortunately, this can lead to the prioritization of capital improvement funds being spent in affluent neighborhoods that have enrollment growth while historically marginalized neighborhoods witness continued disinvestment.

The Sacramento City Board of Education witnessed previous capital project dollars that were spent inequitably and directed staff to develop "a clear system of accountability to the public including...the development of internal District equity indices to help identify funding priorities based on level of need" (Board Resolution 3113, 2019). This created an equity framework to prioritize capital projects in marginalized neighborhoods.

The Board passed the equity-based Facilities Master Plan in October 2021 that called for the funding of major modernizations in neighborhoods that had been previously overlooked. This Board presentation provides the Board and community an update on how the Facilities Master Plan has been used over the first 16 months of implementation to address previous inequities in capital project funding.

Financial Considerations: The District's Facilities Master Plan (FMP) provides the assessments, educational planning assessment, vision, and criteria to develop the capital project priority list.

LCAP Goal(s): College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Engagement; Operational Excellence

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 30 minutes

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Chris Ralston, Director III of Facilities

Approved by: Jorge A. Aguilar, Superintendent

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I. Overview/History of Department or Program:

The SCUSD Facilities Master Plan (FMP) was approved by the Board in October 2021 and includes a comprehensive set of data used to prioritize capital improvement projects, including Measure H general obligation bonds. During the March 2020 election, Sacramento City USD voters approved Measure H, the District’s \$750 million bond proposal, to provide safe, environmentally adaptable, modern schools and playfields through an equitable framework.

The District’s FMP website remains available to the public and can be found at <https://scusd-fmp.webflow.io/>.

Board Resolution 3113 (2019) calling for the Measure H campaign required “a clear system of accountability to the public including...the development of internal District equity indices to help identify funding priorities based on level of need.” Furthermore, the FMP Community Steering Committee—consisting of community members, academics, and staff—developed Four Principles to continue to guide the work of Facilities staff throughout the FMP development and implementation processes. Those Four Principles were developed *to effectively “confront and interrupt inequities that exist” and to begin to “level the playing field” in ways that are consistent with the Local Control and Accountability Plan’s (LCAP) guiding principle to “improve outcomes for all students and close the significant performance gaps between student groups.”* Those Four Principles include:

1. Ensure that the voices of students, parents, and community members – all of whom have informed insights and knowledge – inform District planning.
2. Utilize student, neighborhood, and school site demographic data, as enrollment numbers.
3. Closely align the goals of the LCAP, which has been collectively developed with parents, students, and community members, with facilities priorities in ways that in turn prioritize the same student groups as identified in the LCAP.
4. Be visionary as well as practical (e.g., fully implement even modest projects, set baseline standards for all schools, and account for long-term maintenance and operations).

The FMP itself consists of the following four components:

1. Campus assessments.
2. Educational specifications outlined by the District’s “educational petals.”
3. Equity index based on student populations identified within the Local Control and Accountability Plan (LCAP) and neighborhood opportunity indicators.
4. Project Priority Methodology that outlines two types of construction project categories: Type A and Type B.

Campus Assessments

Campus assessments identified facility deficiencies in areas of safety, elements not meeting accessibility requirements, additional elements within the learning environment that may be improved, and the identification of potential energy upgrades. Each facility was objectively measured by its Facilities Condition Index (FCI), the FCI is the projected cost of deferred maintenance for the next ten years divided by the current replacement value of the facility.

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Six Educational Petals

The six “educational petals” are research-based recommendations for facility improvements. The petals include the following categories:

- 1) Learning Environments,
- 2) Safety and Security,
- 3) Inquiry and Experiential Learning,
- 4) Individualized Support,
- 5) Fitness and Athletics, and
- 6) Dining and Nutrition.

Equity Index

An additional unique component of SCUSD’s plan is the “equity index,” a data-informed tool to identify Type B projects. The equity index utilized data from the District’s LCAP as well and neighborhood data, which allowed staff to identify schools in historically marginalized communities and schools with a high proportion of student groups identified within the District’s LCAP. The FMP, due to the equity index component, was recognized by the Coalition of School Housing (CASH), receiving its highest honor, the Leroy Greene Memorial award.

Project Type A and Type B

Two project types were defined in the master plan; Type A projects and Type B projects. Type A projects would address deferred maintenance and liability issues at individual school sites. Type B projects, which were identified as the “vision” projects. Vision projects include design features outlined by the six educational petals that will lead to improved learning outcomes. Type B projects are envisioned to replace an existing school with new construction, or significantly renovate an existing school.

Four Principles Developed by the Core Planning Group

The Core Planning Group that participated in the facilities master planning process developed Four Principles to guide the work of Facilities staff throughout the development and implementation process. These Four Principles were developed to effectively “confront and interrupt inequities that exist” and to begin to “level the playing field” in ways that are consistent with the Local Control and Accountability Plan’s (LCAP) guiding principle to “improve outcomes for all students and close the significant performance gaps between student groups,”

Current FMP Projects

At this time, the District is designing the first three (Type B) vision projects. All three projects are elementary schools, have a high concentration of LCAP target student groups, and all are in neighborhoods that are classified as High Segregation & Poverty by the [Berkeley TCAC Opportunity Index](#). The three initial Type B projects include:

- Edward Kemble/Cesar Chavez Elementary Schools (both elementary schools share a single property and are considered one project).
- Nicholas Elementary School
- Oak Ridge Elementary School

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Edward Kemble Elementary/Cesar Chavez Intermediate statistics

- LCAP target students
 - Edward Kemble
 - Ranked 24 for concentration of LCAP target students out of 80 schools (including independent charters).
 - 39% English Learners (EL); 96% Black, Indigenous, and People of Color (BIPOC); 10% Special Education (SpEd).
 - Cesar Chavez
 - Ranked 5 for concentration of LCAP target students out of 80 schools (including independent charters).
 - 25% EL; 97% BIPOC; 16% SpEd.
- Located within a neighborhood classified at High Segregation & Poverty by the Berkeley Opportunity Index.
- Edward Kemble is partially meeting one of the six education petals.
- Cesar Chavez is meeting or partially meeting two of the six educational petals.
- Other criteria considered when selecting this project:
 - Edward Kemble Elementary (grades TK-3) and Cesar Chavez Intermediate (grades 4-6) are two separate schools located on one property that is about 10 acres in size. The site initially only housed Edward Kemble Elementary until the early 2000s when Cesar Chavez, an all portable site, was built over a summer to help house a drastic increase in students within the neighborhood. The entire site currently houses about 900 students. The Cesar Chavez playground primarily consists of a blacktop with no play structures and very little grass field areas.

Nicholas Elementary Statistics

- Ranked 4 for concentration of LCAP target students out of 80 schools (including independent charters).
- 34% EL; 98% BIPOC; 9% SpEd.
- Located within a neighborhood classified at High Segregation & Poverty by the Berkeley Opportunity Index.
- Partially meeting three of the six education petals.
- Other criteria considered when selecting this project:
 - Nicholas Elementary has the third worst Facilities Condition when compared to all other sites. The current facility sites directly under high-voltage power lines that would not be acceptable to build under with today's code requirements.

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Oak Ridge Elementary Statistics

- Ranked 18 for concentration of LCAP target students out of 80 schools (including independent charters).
- 30% EL; 97% BIPOC; 9% SpEd.
- Located within a neighborhood classified at High Segregation & Poverty by the Berkeley Opportunity Index.
- Meeting or partially meeting three of the six education petals.
- Other criteria considered when selecting this project:
 - Oak Ridge is located right off of the MLK Blvd, which creates a very unsafe environment for students, staff, and parents. The site also consists of a large number of old portable buildings.

II. Driving Governance:

Board Policy 7110 requires the District to maintain a facilities master plan, including priorities and funding needs.

Board Resolution 3113 outlines allowable bond projects under Measure H. It calls for “a clear system of accountability to the public including...the development of internal District equity indices to help identify funding priorities based on level of need.”

III. Budget:

The Facilities Master Plan will help the District prioritize capital improvement projects. Specific project budgets will be shared in future Board presentations as additional projects are identified.

IV. Goals, Objectives and Measures:

To provide safe, environmentally adaptable, modern schools and playfields.

V. Major Initiatives:

The award-winning FMP includes Facilities Condition Assessments and an equity index to identify funding priorities. The equity index includes demographic data from District neighborhoods and student data from the Local Control and Accountability Plan (LCAP). These three components drive how projects are identified within the District’s capital projects planning.

VI. Results:

The design of the FMP and the Four Principles developed by the District’s Steering Committee provide a robust rubric for staff as they implement capital projects within the District. Staff is committed to creating an authentic engagement with families, students, and neighborhood leaders in the design of these projects.

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Community meetings that have taken place at each of the three sites include:

- Edward Kemble Elementary/Cesar Chavez Intermediate
 - **August 20, 2022** Community Fair booth
 - **September 21, 2022** Back-to-School night and free taco truck
 - **September 22, 2022** lunch recess visit and discussion with students
 - **September 29, 2022** Construction Town Hall (offered twice that evening)
 - **October 20, 2022** Edward Kemble teacher collaboration time presentation
 - **November 3, 2022** Cesar Chavez teacher collaboration time presentation
- Nicholas Elementary
 - **September 16, 2022** Community Coffee Chat
 - **September 21, 2022** Back-to-School night and free taco truck
 - **October 3, 2022** lunch recess visit and discussion with students
 - **October 3, 2022** Construction Town Hall (offered twice that evening)
- Oak Ridge Elementary
 - **September 8, 2022** Community Coffee Chat
 - **September 14, 2022** Back-to-School night and free taco truck
 - **October 4, 2022** Construction Town Hall (offered twice that evening)
 - **October 6, 2022** lunch recess visit and discussion with students
 - **December 1, 2022** teacher collaboration time presentation

VII. Lessons Learned/Next Steps:

Architects are currently developing plans for the three projects (Edward Kemble Elementary/Cesar Chavez Intermediate, Nicholas Elementary and Oak Ridge Elementary). The three projects are expected to kick off construction during the summer of 2023 and to be completed by the start of the 2025 school year.

Facilities staff will begin reengaging students, families, and the community over the next few months to gather input on student interim housing and busing accommodations during construction, share best practices in school site safety planning that will be incorporated into the new projects, and to begin gathering input on final design and finish elements for each school site. Staff had success this past fall 2022 in hosting community engagement sessions at back-to-school nights. Those efforts will be replicated going into a second round of community engagement sessions in the coming weeks.

Driving community participation is mission critical to current and future projects.