



Measure H Citizen Oversight Committee

CBOC – Measure H
March 8, 2023

Acronyms

SCUSD	Sacramento City Unified School District
FMP	Facilities Master Plan
LCAP	Local Control and Accountability Plan
BIPOC	Black, Indigenous, and People of Color
EL	English Learners
SpEd	Students with Disabilities

Agenda

- Call to Order
- Welcome from Chief Business and Operations Officer – Rose Ramos
- Public Comments
- Roll Call
- Approval of Agenda
- CBOC training and review of bylaws
- Measure H Background and the Facilities Master Plan
- Future Business
- Adjourn



CBOC Training and Measure H Bylaws

Dale Scott, DS & C
Meredith Johnson, DWK
March 8, 2023



Measure H Background



Measure H Background

- March 2020 ballot initiative to provide safe, environmentally adaptable, modern schools and playfields through an equitable framework.
- Needed to address \$3.5 billion (2019) in facilities need.
- 64.46% voter approval rating.
- The [Board Resolution and Bond Project List](#), [Fact Sheet](#) about Measure H, and a [Frequently Ask Questions](#) documents are in your Measure H CBOC binder with additional information.



Facilities Master Plan Equity Index





Building Equity into the Foundation

SCUSD CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

What is a Facilities Master Plan?

- A collection of data that outlines the new construction, modernization, and/or deferred maintenance of schools.
- A rationale for the use of capital project funds.
- Traditional master plans rely on facilities condition, enrollment or capacity trends and academic programs for prioritizing projects.



A Different Approach to Facilities Master Planning





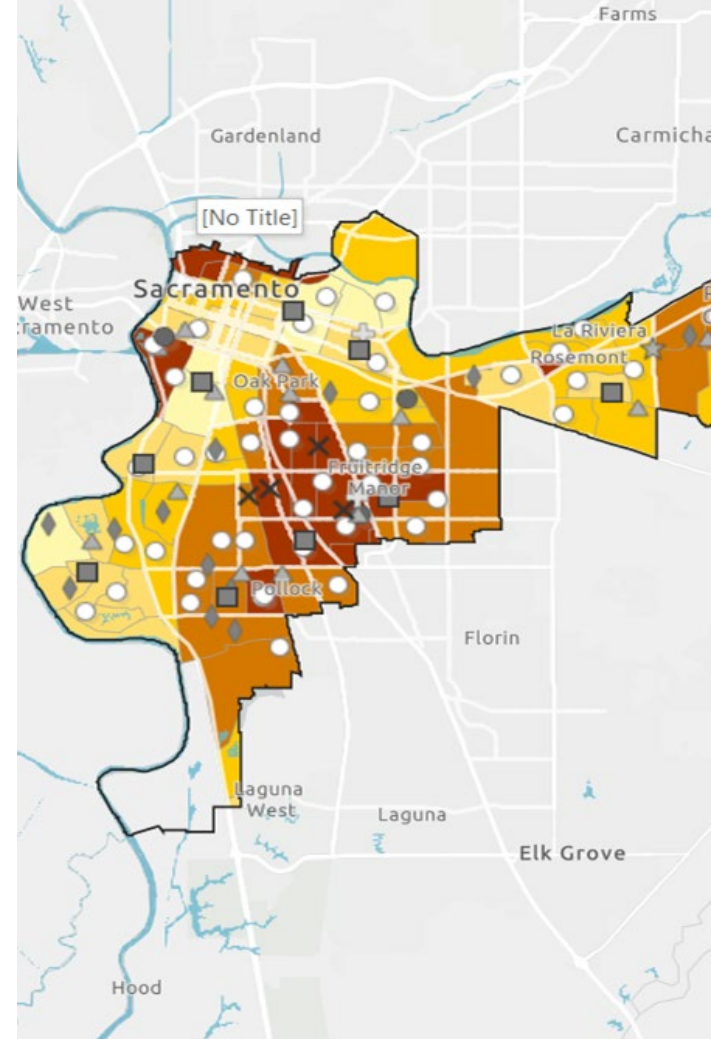
The FMP's Project Priority Methodology

Campus assessments revealed a list of facility needs that exceed \$3.5B over 10 years – 2019 dollars.

- Needs far exceed available funds.
- The Development of the FMP led to **two types of projects**, those that are prioritized based on the equity index (Type B projects, or “Vision Projects”), and those that are prioritized based on the Facilities Condition Index to address immediate liability needs (Type A projects).

The Equity Index – The What – Type B

- Board-approved facilities plan in October 2021.
- Prioritized capital projects funding at sites identified through equity indicators and LCAP identified student populations, rather than by enrollment growth or the condition of the facilities.
- Learn more about the equity-based Facilities Master Plan at <https://scusd-fmp.webflow.io/>.

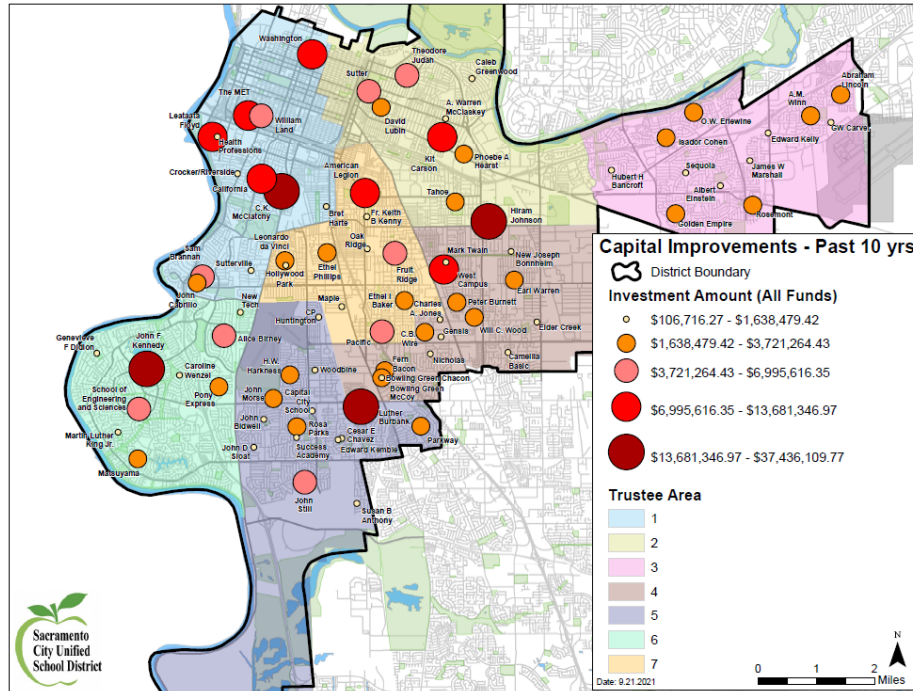




A clear system of accountability to the public including ..the development of internal District equity indices to help identify funding priorities based on level of need.

– Board Resolution No. 3113, 2019

Inequitable by Design – The Why



Summary of Capital Projects By Trustee Area From 2012-2021		
Trustee Area	Amounts	% of Total
1	78,021,573	19.0%
2	74,131,875	18.0%
3	17,949,549	4.4%
4	33,175,685	8.1%
5	49,043,585	11.9%
6	42,552,730	10.3%
7	33,468,669	8.1%
District Wide	73,185,447	17.8%
Independent Charters	9,830,314	2.4%
TOTAL	411,329,429	100%

* Einstein Middle School project is forthcoming



Critical Steps Taken In Developing the FMP

1. Robust community engagement in the planning process.
2. Hired an Equity Consultant to augment the planning process.
3. Focused on student need.
4. Centered neighborhood needs in the equation.
5. Moved away from using capacity data to inform decisions.
6. Minimized Facilities Condition.



School Facilities & Student Outcomes

Countless studies have shown that the conditions of school facilities affect student achievement and health. Furthermore, studies have shown that students from lower-income zip codes are more likely to attend schools in poorer conditions, and schools in those communities often receive the least amount of school facilities funding*.

** Filardo, M., Vincent, J.M., & Sullivan, K. (2019). How crumbling school facilities perpetuate inequality. Phi Delta Kappan, 100 (8), 27-31. Accessed on February 3, 2022 at <https://kappanonline.org/how-crumbling-school-facilities-perpetuate-inequality-filardo-vincent-sullivan/>*


Divestment in Historically Marginalized Neighborhoods



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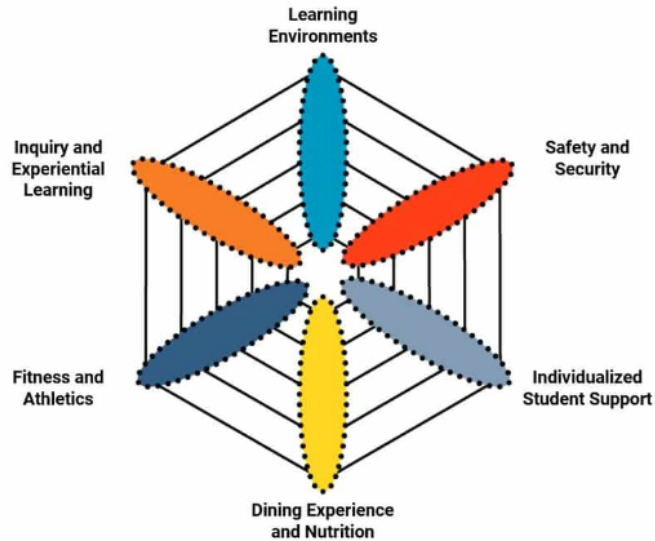
[Racism in Fine Print](#)

(click link)

Four Key Principles as a Guide

- A wide-spanning Steering Committee was created, including community leaders, academics, and parents.
- *Don't make decisions about us, without us.*
- The development of four key principles to guide the FMP:
 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 opposed to enrollment numbers.
 3. Closely align the goals of the LCAP 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.

Educational Specifications or “Petals”



Six Educational Petals

Each research-informed petal synthesizes the Educational Specifications to assess the adequacy of the learning environment and recommend design standards for “Vision” projects.

Educational specifications outline the District’s vision for the learning environment to support student opportunity and achievement.

These insights guide the research-based design strategies which comprise the six “educational petals.”



Implementing the FMP: First Projects





Identification of Vision Projects

– Type B

Site	Neighborhood Rank*	LCAP Populations
Kem ble/Chavez Elem entary Schools	High Segregation and Poverty	39% & 25% EL; 96% & 97% BIPOC; 10% & 16% Sp Ed .
Nicholas Elem entary School	High Segregation and Poverty	34% EL; 98% BIPOC; 9% Sp Ed .
Oak Ridge Elem entary School	High Segregation and Poverty	30% EL; 97% BIPOC; 9% Sp Ed .

*As identified by the [Berkeley Opportunity Map](#)



Stakeholder Engagement

- Following the intent and key principles of the FMP.
- District staff began robust stakeholder engagement in three parts:
- District department leadership
- School site staff tours
- Community input gathering
- Our community engagement muscle.
- Staff will continue to engage the above stakeholders throughout the design process.





Future Projects





Type A Projects

Projects based on facility conditions that must be addressed to provide safe and healthy learning environments

- **Campus Renewals**
- **Safety and Security**
- **Sustainability**
- **Liability**
- **Technology**



Questions ?

