



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1

Meeting Date: November 2, 2023

Subject: Facilities Plan 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: Provide an update on the Facilities Plan's implementation since initially approved by the Board of Education in October 2021.

Background/Rationale: A Facilities Plan is a collection of data that serves as a basis for planning future facilities improvements, and providing a rationale to the school community and public for the use of capital project funds. The data most readily utilized in traditional facilities 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 witness enrollment growth at the expense of neighborhood schools in historically marginalized neighborhoods that witness continued enrollment declines and 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 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 Plan has been used to address previous inequities in capital project funding.

Financial Considerations: The District's Facilities Plan 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: 10 minutes

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Nathaniel Browning, Director I of Facilities

Approved by: Lisa Allen, Superintendent

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I. Overview/History of Department or Program:

The SCUSD Facilities Plan (“Plan”) 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 Facilities Plan 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 Plan’s Community Steering Committee—consisting of community members, academics, and staff—developed Four Principles to continue to guide the work of Facilities staff throughout the Plan’s 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 Plan 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 Plan, due to the equity index component, will be recognized by the California School Boards Association (CSBA) in November 2023 for the Golden Bell Award for Equity and Access. Additionally, the Plan received the Leroy Greene Memorial Award from the Coalition of Adequate School Housing (CASH) in the spring of 2022, their highest honor.

Project Type A and Type B

Two project types were defined in the 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 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 Projects

The District is in the early construction phase of 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](#). Those three projects include:

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

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- Oak Ridge Elementary School

More information on the initial three projects outlined above can be found in the [February 16, 2023 Board Agenda Packet](#).

The District has also identified the next three (Type B) vision projects, and initial design of those projects is just now starting to get underway. These three new projects also 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. Those three projects include:

- Pacific Elementary
- Bowling Green McCoy & Chacon (both elementary schools share a single property and are considered one project. They both are under one charter.)
- Fern Bacon Middle School

Pacific Elementary Statistics

- Ranked 38 for concentration of LCAP target students out of 80 schools (including independent charters).
- 45% EL; 97% BIPOC; 5% students with Individualized Education Programs (IEPs).
- Located within a neighborhood classified as High Segregation & Poverty by the Berkeley Opportunity Index.
- Pacific is meeting one, and partially meeting three of the six education petals.
- Other criteria considered when selecting this project:
 - Pacific Elementary was originally built in 1951 and consists of one-third portable classrooms on a 9.4-acre parcel located near the 47th Ave onramp to northbound Highway 99. The property is very close to the freeway (which would not be acceptable under today's code requirements for new schools) and has an awkward and inefficient layout. This project will help address issues related to freeway proximity, improve neighborhood traffic congestion and replace a failing storm water sewer pump that services the entire site. The school currently houses about 650 students.

Bowling Green Charters Statistics

- Ranked 10th for concentration of LCAP target students out of 80 schools (including independent charters).
- 46% EL; 98% BIPOC; 11% Students with IEPs.
- Located within a neighborhood classified as High Segregation & Poverty by the Berkeley Opportunity Index.
- Both schools are partially meeting two of the six education petals.
- Other criteria considered when selecting this project:
 - The Bowling Green site has two schools that are seen as separate by the District, but are under one charter and viewed as one Local Educational Agency by the State. Together, they serve about 700 students. The 21-acres parcel is immediately adjacent to the Fern

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Bacon Middle School property and also contains an outdated Occupational Therapy building that is not currently used by the District due to its age and condition. The Chacon program is located in 100% portables with an expansive blacktop and oddly placed playground that does not make it conducive to the program. The McCoy campus has extensive needs for deferred maintenance.

Fern Bacon Middle School Statistics

- Ranked 4th for the concentration of LCAP target students out of 80 schools (including independent charters).
- 33% EL; 96% BIPOC; 15% Students with IEPs.
- Located within a neighborhood classified as High Segregation & Poverty by the Berkeley Opportunity Index.
- Fern Bacon is exceeding one, meeting one, and partially meeting three of the six education petals.
- Other criteria considered when selecting this project:
 - Fern Bacon is the District’s middle school with the highest concentration of LCAP identified students and is one of two middle schools that is located in a neighborhood classified as High Segregation & Poverty. It also shares a boundary with the Bowling Green site. This project will be a modernization rather than a complete rebuild like the other sites identified above.

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 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 Plan 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:

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The design of the Plan 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.

Community meetings for these three new projects will begin in the new future in order to gain the communities' imprint on the schools design.

VII. Lessons Learned/Next Steps:

The new projects outlined above are expected to kick off construction during the summer of 2025 and are to be completed by the start of the 2027 school year (tentatively). Architects have been selected for two of three projects, and initial programming and design will be starting immediately.

Facilities staff will follow the robust community engagement efforts that were developed during the first round of school design efforts for Nicholas, Oak Ridge and Kemble/Chavez. More information around those engagement efforts once the initial design teams and programming efforts are finalized for the three new projects.

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