Sacramento City Unified School District Facilities Master Plan

Board of Education Workshop

September 8, 2021

Sacramento City UNIFIED SCHOOL DISTRICT

DLR Group
Architecture Engineering Planning Interiors

RSS Consulting, LLC

Sacramento City
UNIFIED SCHOOL DISTRICT

Facilities Master Plan Workshop Agenda

- Facility Master Plan

- Methodology

- Assessments & Facility Condition Index (FCI)

- Educational Assessments

- Core Planning Group – 4 Principles

- Equity Index

- Criteria to Establish Priorities

- Summary

- Q&A

Bridges from the current state of facilities to…   *…the future state of facilities.*

1

Facilities Master Planning

A comprehensive Facilities Master Plan is an essential element of a district's planning process. **The Facilities Master Plan provides the district with information regarding current and future needs for student housing, quality of the existing facilities, and facilities renovation and expansion requirements to support the district's educational and programmatic goals.** A Master Plan also assists a district in identifying funding needs for capital improvement and developing financing options.[1]

1. California School Boards Association (CSBA)

Bridges from the current state of facilities to…   *…the future state of facilities.*

2

Data-Based Methodology Supports Criteria

Quantitative

1. Assessments
2. Demographic Data
3. Space Inventory, Capacity, & Utilization
4. Equity Measures

Qualitative

1. Interviews
2. LCAP review

3

Facilities Condition Assessments

Facilities Condition Assessments of all sites, including the following project categories:

1. Safety
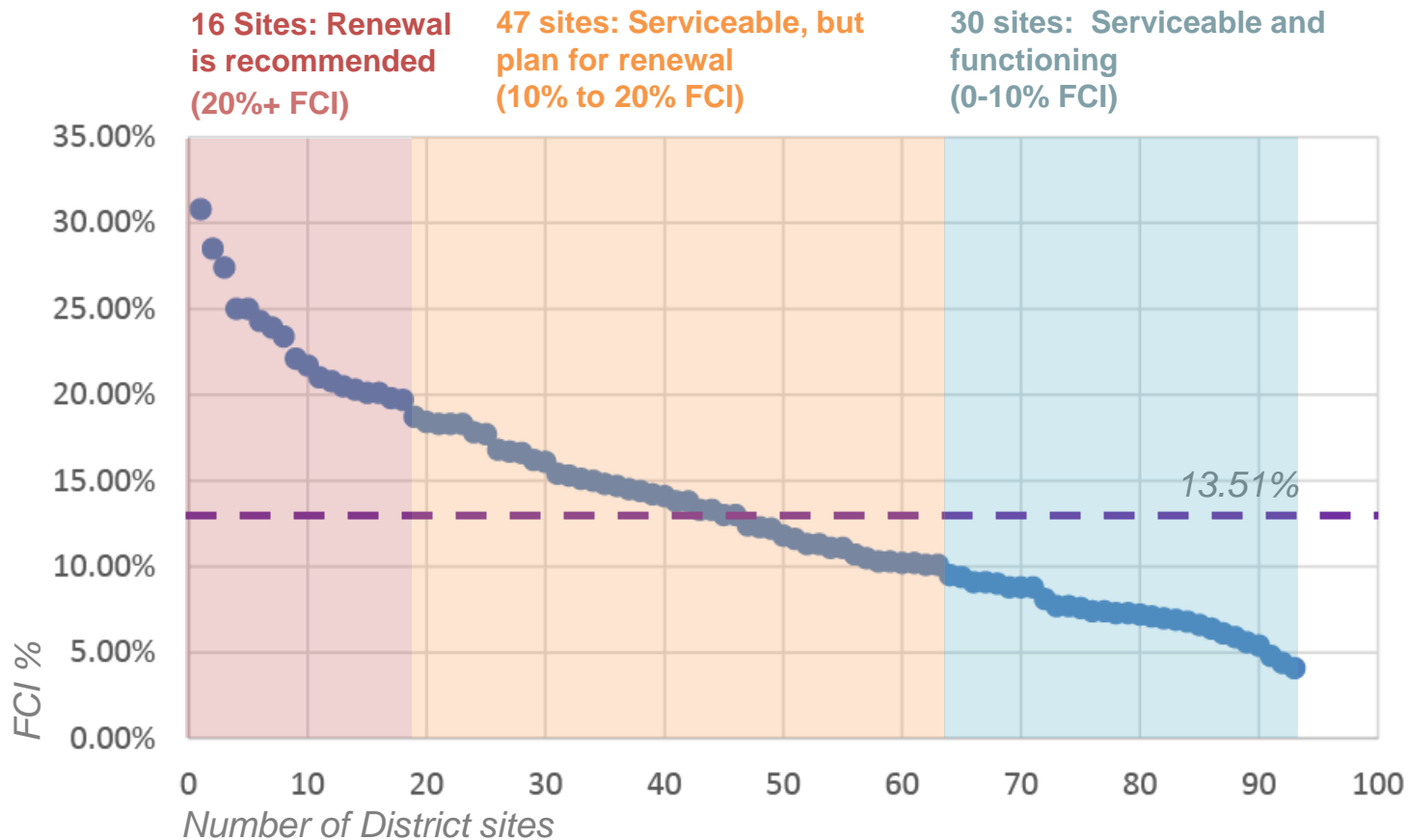
2. Performance/Integrity

3. Accessibility

4. Environmental

5. Retrofit/Adaption

6. Lifecyle/Renewal

Facilities Condition Index (FCI)

FCI = Deferred Maintenance Divided by Replacement Value

16 Sites: Renewal is recommended (20%+ FCI)

47 sites: Serviceable, but plan for renewal (10% to 20% FCI)

30 sites: Serviceable and functioning (0-10% FCI)

13.51%

FCI %

Number of District sites

Summary of Costs Based on FCI

Snapshot of costs based on FCI over 10 years

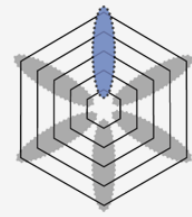| Site Type	1 Year Total	3 Year Total	5 Year Total	10 Year Total
Adult	$ 7.98M	$ 39.58M	$ 103.26M	$ 173.90M
Elementary	$ 36.68M	$ 336.96M	$ 743.32M	$1,253.16M
High	$ 23.42M	$ 356.93M	$ 688.90M	$1,189.83M
K – 8	$ 12.12M	$ 62.99M	$ 124.61M	$ 293.48M
Middle	$ 13.09M	$ 179.58M	$ 329.30M	$ 475.02M
Multiple Grade	$ 6.23M	$ 33.69M	$ 68.36M	$ 109.91M
Non-Instructional	$ 2.03M	$ 8.42M	$ 22.83M	$ 36.60M
Totals:	$101.55M	$1,018.14M	$2,080.59M	$3,531.99M

4

Research-Based Educational Assessments

1

LEARNING ENVIRONMENTS

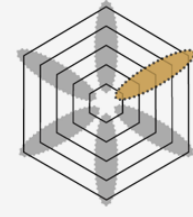Organizing schools for student success and connection.

Read More

2

INQUIRY & EXPERIENTIAL LEARNING

Helping learners understand and enjoy the world around them.

Read More

3

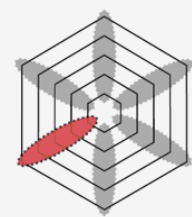**DINING EXPERIENCE & NUTRITION**

Food is fundamental to thriving minds, making them ready for success in learning .

Read More

4

SAFETY & SECURITY

Design for safety and learning in a changing world.

Read More

5
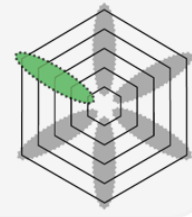
INDIVIDUALIZED SUPPORT
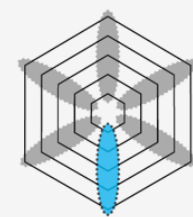
Providing for the unique needs of every learner.

Read More

6

FITNESS & ATHLETICS

Integrate activity and movement into the daily routine for all students, teachers, and staff.

Read More

5

Project Priority Methodology

FOUR PRINCIPLES of equity by the Core Planning Group

1. Ensure that the voices of students, parents, & community members are heard

2. Utilize student, neighborhood, & school site demographic data

3. Align Facilities plan with the goals of the LCAP

4. Consider FCI & Visionary projects when selecting projects for renewal.

Project Type A – FCI

A1. Safety, Performance Integrity, and Accessibility, which includes:

Observed or reported unsafe condition

Unreliable system performance (roof, HVAC, etc.)

ADA and other compliance issues

Other unsafe environmental condition

A2. Full campus renewal based on high FCI (20%+)

Opportunity to "right size" a campus

Project Type B – Equity Indicators

Neighborhood with High Segregation and Poverty

Neighborhoods in California that consistently meet standards for both poverty (i.e., 30% of the population below the federal poverty line); and
Racial segregation (i.e., an overrepresentation of people of color relative to the county)

Neighborhood with Low Resources

A block of neighborhoods with the lowest economic, environmental, and education resources in California, but not meeting the "High Segregation and Poverty" criteria.

Equity Indicators (continued)

LCAP Student Priority Group, High and Moderate to High :

Includes the student priority groups identified in the LCAP goals, including disaggregated students of color (i.e., African American, American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Latinx, Asian, Filipino, Two or more races), students with disabilities, English learners, foster youth, and homeless youth.

SCUSD acknowledges that the persistent gaps in performance for [the specifically prioritized] students are unacceptable and that the system we have historically operated has perpetuated these outcomes.

Equity Indicators (continued)

The Berkeley Opportunity Map

Gives policymakers and stakeholders a quantifiable measure of opportunity to direct public investments, providing a map that displays the distribution of opportunity across neighborhoods.

Opportunity is defined as the full set of pathways available to a person, where an individual can access resources to move him or her along these set of pathways. However, these sets of pathways are not always readily accessible or attainable due to the different types of social, cultural, and economic barriers in our society. Additionally, opportunity is inherently spatial in nature. Where we live determines our upward social mobility.

Findings from Interviews with CPG Members

Make education & school facilities equitable to all

Top Considerations for equity planning in facilities:

      Schools are a key neighborhood asset (urban planning)

      Address opportunity gaps for all students

      Focus on functional change, not cosmetic change

Distribute funds fairly using equity metrics

Make equity real (actions meet words)

Lack of meaningful community input, build trust w/ follow-thru

Specific Considerations

Neighborhoods Matter
 a. Schools are community centers that encourage community connectivity & economic activity
 b. Specific neighborhoods have been historically under-served

Student Transfer rates hurt certain neighborhoods
 a. ~30% of students transfer to schools outside their neighborhood
 b. Facility quality matters

School capacity and utilization rates (alone) are misleading.
 a. Success leads to success
 b. Opportunity to "right-size" underutilized schools
 c. Cost savings may be overstated

Criteria leads to a RANGE of projects

Project Type A. "Must do" projects identified by facility assessments & the Facilities Condition Index (FCI)

Priority A1. Projects with high risk or liability
Priority A2. Campus renewal based on high FCI

Project Type B. "Visionary" projects prioritized by the equity index, which address the 6 educational petals.

Priority B1. High segregation/poverty + LCAP students
Priority B2. Low resources + LCAP students + FCI

All projects (whether Type A or Type B) will be presented at future meetings and approved by the Board.

Table 1. Criteria to Establish Priorities

Criteria RANGE	Neighborhood Opportunity ID	LCAP Student Priority Group	Facility Condition Index (FCI)	Project Type
1	N/A	N/A	Top 3 FCI categories	A1
2	Neighborhood w/ High Segregation & Poverty	Student ID as High OR Moderate-to-high correlation	N/A	B1
3	Neighborhood w/ Low Resources	Student ID as High OR Moderate-to-high correlation	Campus FCI: >/=20%	B2
4	N/A	N/A	Campus FCI: >/=20% AND project is not type B1 or B2	A2

6

Facilities Spending Plan Categories

Program Management (including internal staff)   **10%**
Technology Spending (short duration bonds)   **5%**
Sustainability Planning (community feedback)   **5%**
Program Contingency (best practice)   **5%**

FCI projects (from assessments)[2]   **17%**
Vision Projects (equity index)[3]   **58%**

2. From DLR database of facilities assessment. Represents all category 1 – 3 projects over 10-year life of program.
3. Remainder of funding based on percentages shown. All percentages are estimates and may fluctuate over time.

FCI Projects and Vision Projects

FCI Projects (must address): $126.5M, or 17% of the bond

      A1.   **Safety: $3.3M**

                    Performance Integrity: $121.1M

                    Accessibility: $2.1M

Vision Projects (equity index): $436M, or 58% of the bond

      B1.   **Neighborhood + LCAP identified student**

      B2.   **Neighborhood + LCAP identified student + FCI**

      A2.   **FCI greater than 20%**

FCI *and* Vision projects will seek approval simultaneously

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Summary and Next Steps

Approve Project Prioritization Methodology, including:

      Website Tool & Equity Index

      Methodology ("white paper" = instruction manual)

Based on Assessments, Communication, Input, and Feedback

      Core Planning Group & District Staff + Leadership

      Community Input (request sustainability plan & live forums)

Project list approved separately from the FMP

The FMP will evolve as conditions and priorities change over time

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Discussion

Thank you

Picture sourced from the Education Writers Association