



Facilities Master Plan Equity Index Update

Board Meeting
February 16, 2023
Agenda Item No. 8.3

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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

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

- Background of Facilities Master Plans
- **How** Sac City USD's Facilities Master Plan is different
- **Why** Sac City's Facilities Master Plan is different
- Project Priority Methodology
- Initial Projects Identified

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



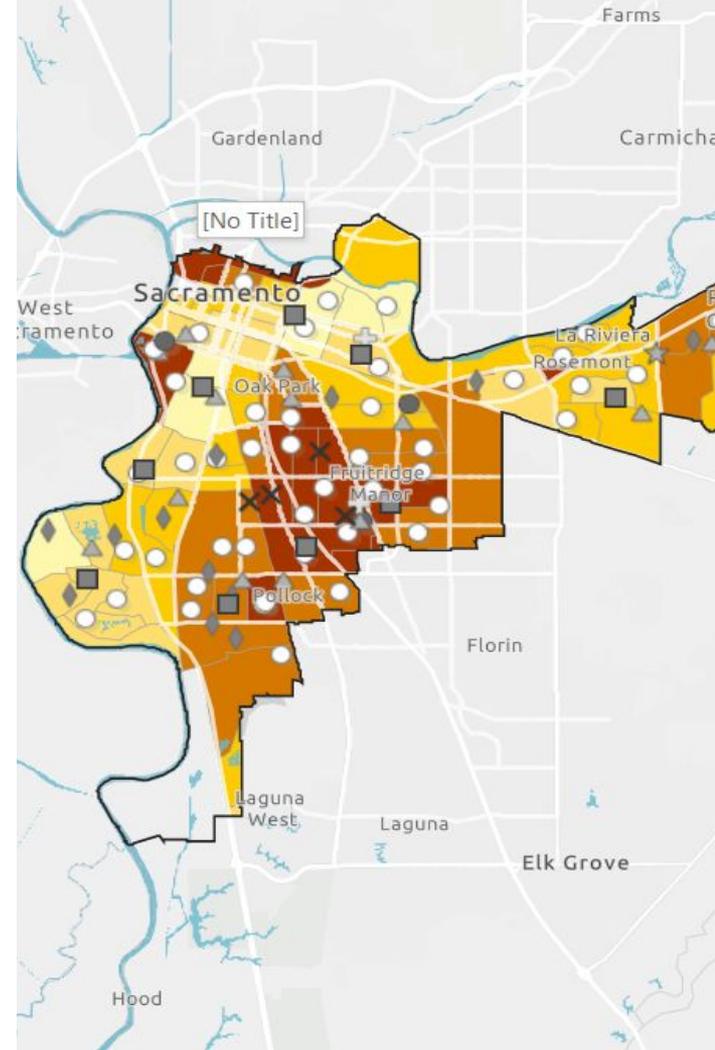
The FMP's Project Priority Methodology

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/>.

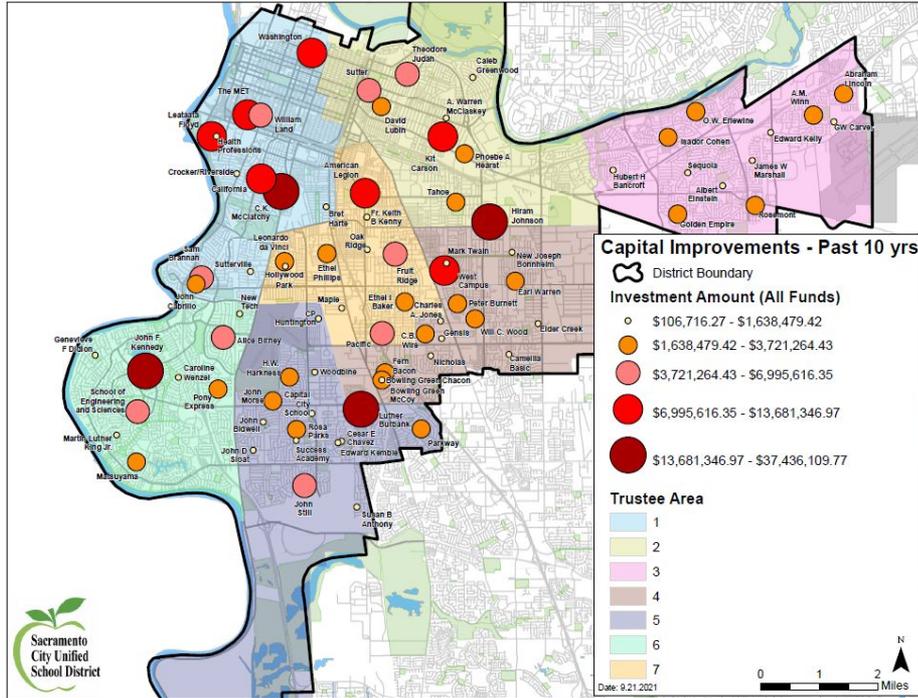




A clear system of accountability to the public including...the development of internal District equity indices to help identify funding priorities based on level of need.

– Board Resolution No. 3113, 2019

Inequitable by Design – The Why



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



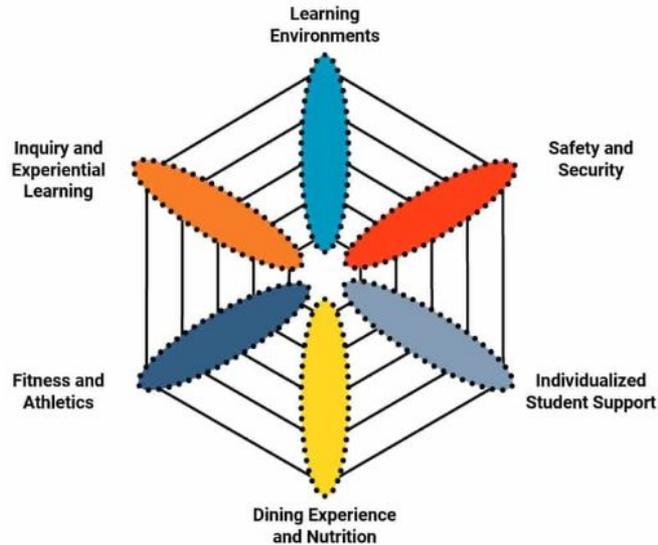
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Four Key Principles as a Guide

- 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.

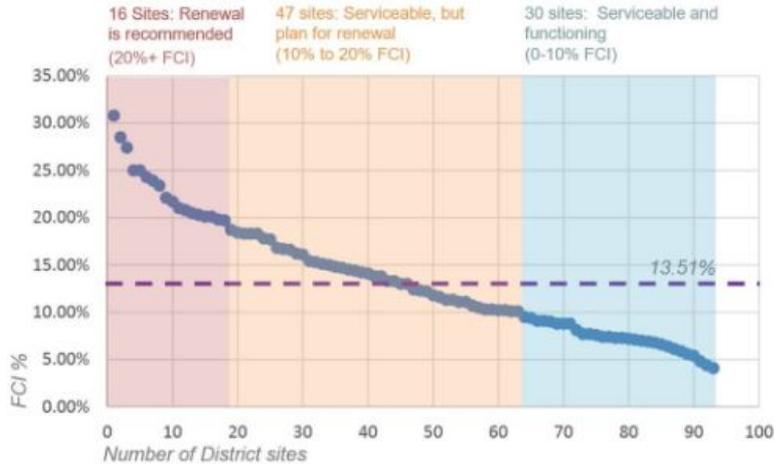
Educational specifications outline the District’s vision for the learning environment to support student opportunity and achievement.

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

Facilities Assessments – Type A

Facilities Condition Index (FCI)

FCI = Deferred Maintenance Divided by Replacement Value



Facility Condition Indexes for District facilities

This chart plots each facility by its FCI: its deferred maintenance divided by its replacement value. Data Source: EMG Facility Condition Assessments.

Campus assessments identify immediate health and safety risks, elements not meeting accessibility requirements, and all buildings and site conditions that will be deficient soon. They identify spaces, furniture, and resources in the learning environments that are inadequate. And they identify energy upgrades and infrastructure needed for future readiness.



Implementing the FMP



Identification of Vision Projects – Type B

Site	Neighborhood Rank*	LCAP Populations
Kemble/Chavez Elementary Schools	High Segregation and Poverty	39% & 25% EL; 96% & 97% BIPOC; 10% & 16% SpEd.
Nicholas Elementary School	High Segregation and Poverty	34% EL; 98% BIPOC; 9% SpEd.
Oak Ridge Elementary School	High Segregation and Poverty	30% EL; 97% BIPOC; 9% SpEd.

*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 modernization projects identified in the FMP's facilities condition index – Type A

- Embraces/prioritizes educational pedals
- Addresses risk factors & liability
examples: new roofs, paint/flooring, and furniture upgrades

Type A Projects

Safety and Security – ADA path of travel hazard removal & strategic fencing and single point of entry are examples of projects.

- Staff are engaged in design of 14 projects that will provide a single point of entry or controlled access during the school day
- Staff are completing a concrete survey of all campus to identify trip hazards
- Construction to begin summer of 2023.

Sustainability – Projects that reduce the districts carbon footprint and provide educational opportunities that help educate about the effects of climate change. Solar and native landscape projects.

- Staff are designing the first covered student parking lot at JFK to be installed in the now bidding Measure Q project of a new solar ready parking lot.

Type A Projects

Liability – projects designed to lower the risk to the district through facilities and equity lenses.

- Staff are engaged in design of new athletic softball/baseball fields that will provide equal access to all student athletes to premier sports facilities at SCUSD high schools. Design to begin in summer of 2023.

Technology – projects that provide updated technology to students to meet our educational pedals, including infrastructure upgrades to facilities to provide high speed access to student devices.



Questions?

