

October | 6 | 2022

Facilities Master Plan Update

Board Meeting
Agenda Item No. 9.2



Agenda

- Brief background of a Facilities Master Plan
- How Sacramento City USD's Facilities Master Plan is different than others
- Recognition for the District's Facilities Master Plan
- How initial projects were identified using the equity index
- Stakeholder engagement around the initial projects
- Next Steps

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

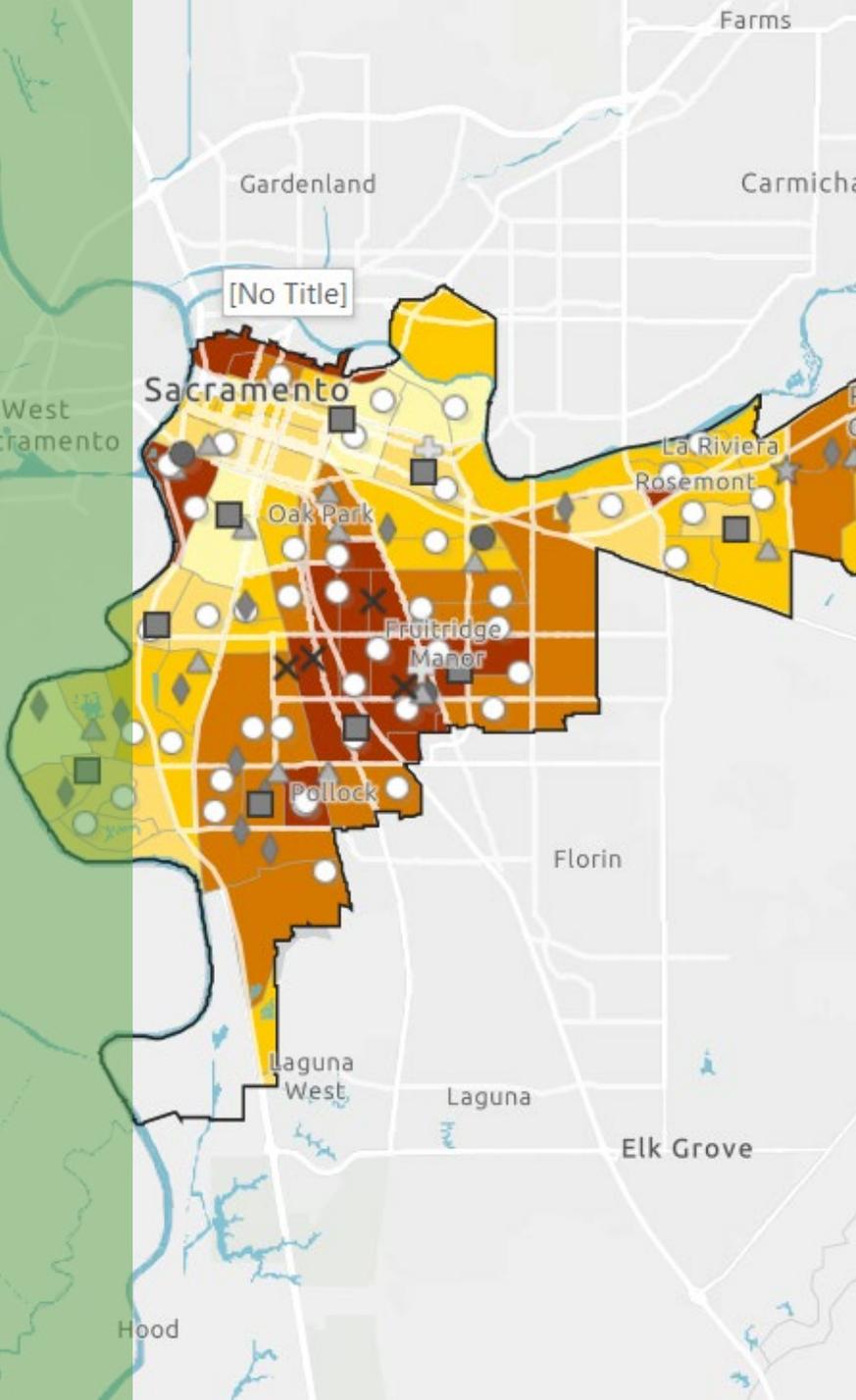
What is a Facilities Master Plan?

- A collection of data that outlines the modernization of SCUSD schools.
- A rationale for the use of capital project funds.
- Traditional master plans rely on facilities condition and enrollment or capacity trends for prioritizing projects.



A Different Approach

- “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” (Resolution No. 3113, 2019)
- 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.



A Different Approach

- The result was a 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/>.

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Implementing the FMP

The Identification of Projects

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.

Next Steps

Staff will come back to the Board in November to share specifics about the design and construction of the three sites.

Questions?

