



Sacramento City Unified School District Facilities





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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.

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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. Lifecycle/Renewal

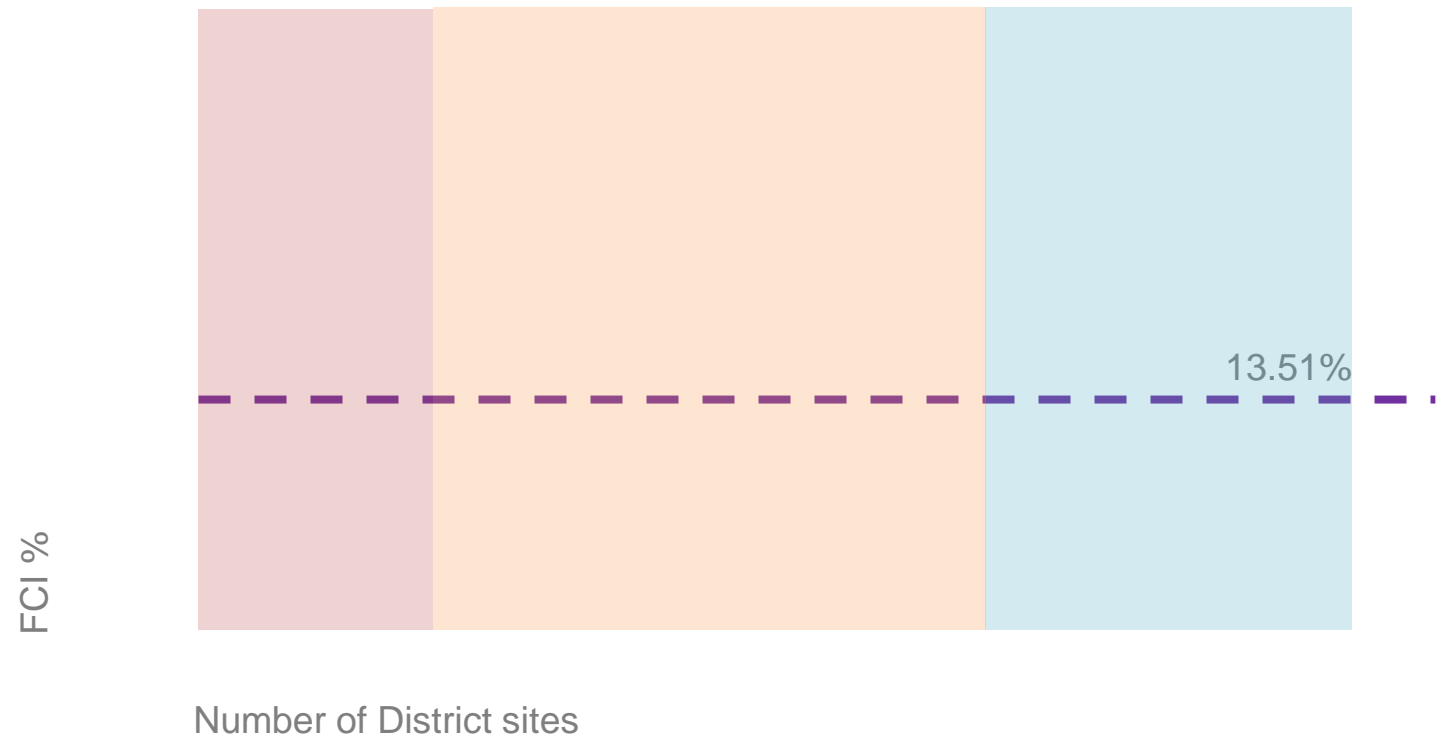
Facilities Condition Index (FCI)

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)

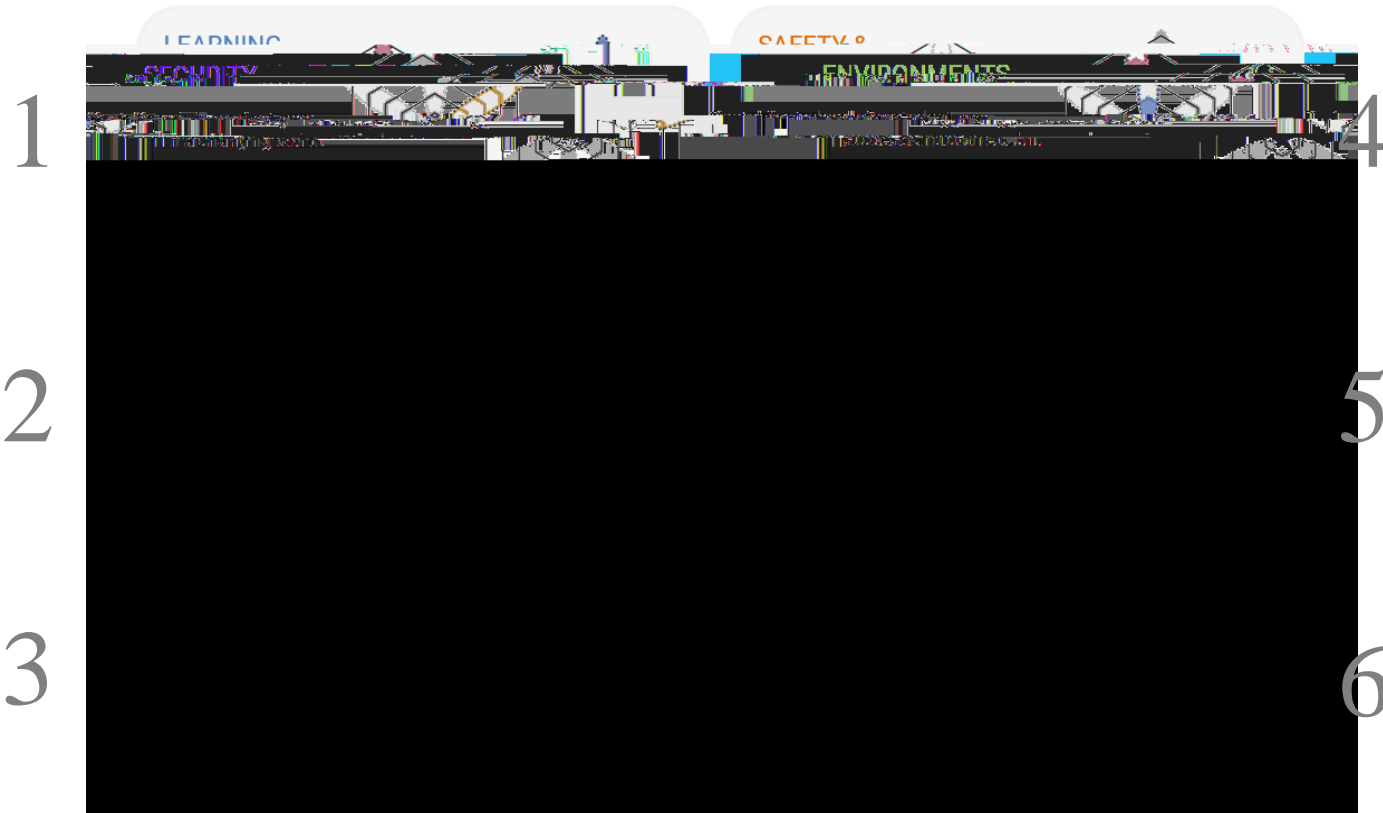
30 sites: Serviceable and functioning (0-10% FCI)



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Research-Based Educational Assessments



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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

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,

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 underserved

Student Transfer rates hurt certain neighborhoods

- a. ~30% of students transfer to schools outside their neighborhood
- b.

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: $\geq 20\%$	B2
4	N/A	N/A	Campus FCI: $\geq 20\%$ AND project is not type B1 or B2	A2

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Facilities Spending Plan Categories

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

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

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Discussion



Thank you

*Picture sourced from the Education Writers Association