



Facilities Plan Update

Board Meeting
October 19, 203
Agenda Item No. 11.1

Presented by:
Nathaniel Browning

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
LCAP	Local Control and Accountability Plan
BIPOC	Black, Indigenous, and People of Color
EL	English Learners
IEPs	Students with Individual Education Plans

Agenda

- Share the research
- Background of a Facilities Plan ([building off of the February 16, 2023 presentation to the Board](#))
- Recognitions
- How the Plan is implemented
- The second round of “Vision” projects identified

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/>*

School Facilities Research (cont.)

New study: Effectiveness and Efficiency of School Capital Investments Across America.

- Capital projects improve test scores—with the largest gains in more disadvantaged communities.
- Effects on student scores depend on project type.

What is a Facilities Plan?

A collection of data that outlines the rationale for new construction, modernization, and/or deferred maintenance.

Traditional Facilities Planning	Equity-based Facilities Planning
Prioritizes the conditions of facilities.	Prioritizes neighborhood inequities & student groups before facilities condition.
Utilizes enrollment and capacity data thus perpetuating a continued cycle of disinvestment in underserved neighborhoods.	Invests in schools located in neighborhoods that have witnessed historic disinvestment which has led to student migration to affluent schools.
Perpetuates historic inequities intrinsic to our political & institutional systems.	Actively confronts inequities present in school systems, neighborhoods, and student outcomes.

The Plan's Project Priority Methodology

Campus assessments revealed a list of facility needs that exceed **\$4.4B in facilities need** over 10 years.

- Needs far exceed available funds.
- The development of the Plan led to two types of projects:
 - Type B Projects (or “Vision” projects) are those that are prioritized based on the equity index, and
 - Type A Projects are those prioritized based on the Facilities Condition Index to address immediate liability needs and deferred maintenance (Type A projects).



A Different Approach to Facilities Planning




Divestment in Historically Marginalized Neighborhoods



Racism In Fine Print: How Old Housing Policies Impact Non-white Communities | NBC News NOW

10,872 views · Aug 4, 2020

👍 219 🗨️ 22 ➡️ SHARE ⚙️ SAVE ...

 NBC News
5.75M subscribers

SUBSCRIBE

[Racism in Fine Print](#)
(click link)

Using an Equity Index to Prioritize Modernizations



Neighborhoods



Students



Facilities



we must focus
on these

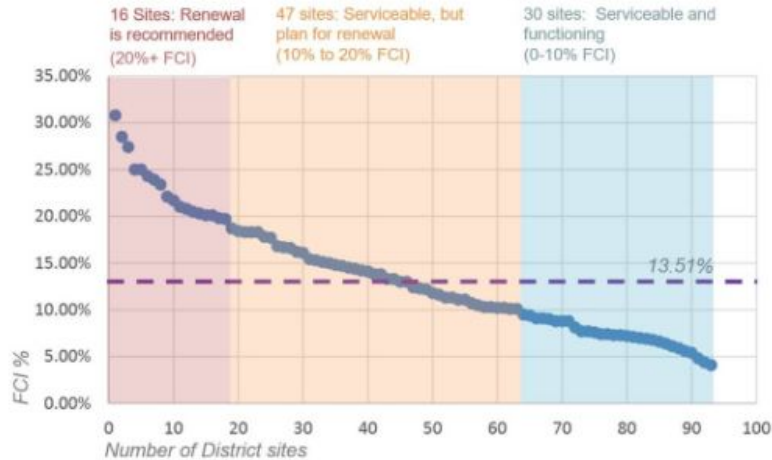


to consider the
impacts of this

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.

Award-Winning Recognition

The equity-based facilities plan has won widespread recognition:

- 2023 Golden Bell Award for Equity and Access from CSBA, and
- 2022 CASH/AIA Leroy F. Greene Design & Planning Award of Excellence.

Austin ISD and Boston Public Schools have followed in SCUSD footsteps.

Workshops provided to:

- CASBO
- CSBA
- CMAA
- Architects for Learning Environments (multiple)



Implementing The Plan



Four Key Principles as a Guide

Key steps in identifying “Vision” Projects that are based on the equity index:

1. Utilize student, neighborhood, and school site demographic data, as opposed to enrollment numbers.
2. Of those sites identified within the equity index, look at additional factors impacting the current facility to further prioritize projects.
3. Ensure that the voices of students, parents, and community members – all of whom have informed insights and knowledge - inform District planning.
4. Be visionary as well as practical.

**The people
impacted by
decisions**



**Psychological
Distance**



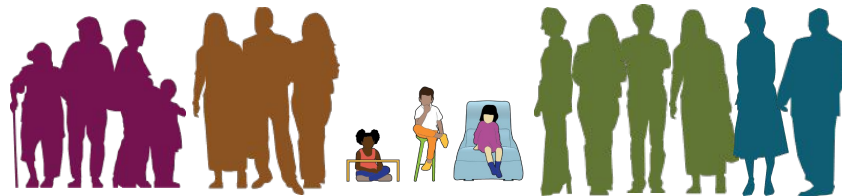
Source: Hernandez & Galletta, 2016

**Decision
Makers**



Making Decisions *with* Communities, Not for Communities

Equity by Design



Continued Identification of Vision Projects – Type B

Site	Neighborhood Rank*	LCAP Populations
Pacific Elementary	High Segregation and Poverty	45% EL; 97% BIPOC; 5% IEPs
Bowling Green Elementary	High Segregation and Poverty	46% EL; 98% BIPOC; 11% IEPs
Fern Bacon Middle	High Segregation and Poverty	33% EL; 96% BIPOC; 15% IEPs

*As identified by the

Next Steps

- More detailed construction updates on Type A and Type B projects will be forthcoming at a future Board meeting.



Questions?

