

## FMP 2016 WORK PROGRAM

### GENERAL COMPONENTS

Tasks	Participation
Communication Plan	Advisory Team
Research and Compile Background	Focus Groups*
Facility Master Plan	Community Outreach
Implementation Plan	Town Halls and Open Houses
Bond Program	Leadership Presentations and Workshops
	Board Meetings and Public Hearings
	Outside Professionals
	Implementation
	Bond Committee

\* Groups to address specific regions, issues or topics; no overall committee. The Special Master and plaintiffs are one example of a focus group.

### Definitions:

Facility Condition Index (FCI) – Rates the condition of school buildings along multiple structural dimensions and provides a composite score for each school’s condition.

Educational Suitability Score (ESS) – Rates the suitability to provide an equitable education of all facilities that house educational programs, using the seven factors identified by the USP.

Technology Conditions Index (TCI) – A tool used to develop a composite score for each school after rating the condition of the technology, the availability of instructional software, and a teacher’s proficiency in facilitating student learning with technology along multiple dimensions.

Scenario – a series of approaches or steps to handle an anticipated situation or create a general outcome; these illustrate a wide range of feasible options

Option – a specific approach or steps to handle a known situation or create a specific outcome

### Expected Products

1. A Facilities Master Plan (FMP) to optimize the District’s facilities to support student learning and foster community participation and partnerships. This plan is a second-year goal of the TUSD Strategic Plan and is built on the Multi-year Facilities Plan presented to meet stipulations of the Unitary Status Plan (USP).

- a. Accommodate educational needs and student projections for ten years
  - b. Assess ways to move each school to optimum size to efficiently and effectively support educational objectives
  - c. Assess partnerships and community utilization to increase funding and support learning
  - d. Incorporate previous studies and plans including Efficiency Audit; Curriculum Audit, Magnet Plan, etc.
  - e. Meet stipulations of the USP
  - f. Bring in other elements of the Strategic Plan especially curriculum and student safety as related to facilities
  - g. Evaluate strategies to achieve District objectives including costs and funding sources/savings
  - h. Develop a bond program to handle facility deficiencies as identified in the TCI, FCI and ESS
2. Ten-year implementation plan including
    - a. program changes (from a facility utilization perspective)
    - b. School improvements with related boundary changes and closures/consolidations
  3. Bond Program to finance the implementation

## **Background**

The District has approximately 50,000 students in 49 elementary schools, 23 K-8 and middle schools, 10 high schools and 3 alternative programs. The District operates approximately 9 million gross square feet of facilities. Enrollment has declined in some sectors of the District while other sectors are projected to grow. Overall, there are over 13,000 excess seats in the District (almost 20,000 counting portables) and schools are utilized at a rate of 82% with a range from under 33% to over 130%. In addition, the District has 20 closed school facilities that impact the District's cost efficiency.

The stipulations of the Unitary Status Plan include two aspects that must be incorporated into this project:

1. A student assignment plan that provides students of all racial and ethnic backgrounds the opportunity to attend an integrated school. Student assignment involves four strategies: attendance boundaries; pairing and clustering of schools; magnet schools and programs; and open enrollment.
2. Monitoring the condition of the school facilities to assure students have adequate schools with appropriate educational features and that schools with racially concentrated student populations are addressed first when shortfalls exist.

A reduction in State funding has left many basic building systems in need of attention. To assess the situation, the District has prepared the Facility Condition Index (FCI), the Educational Suitability Score (ESS) and the Technology Conditions Index (TCI).

## **Project Preparation**

This task has the following steps:

- Form Advisory Team
- Prepare Datasets (including projections)
- Prepare Background Report including a compilation of previous planning efforts
- Identify Potential Issues and Approach
- Draft Scope of Work and Products and present to Leadership and Board
- Create and Publish RFP
- Interview Consultant(s)
- Hire Consultant(s)
- Refine Scopes of Work and Communication Plan

An Advisory Team of staff, outside professionals and community leaders will be formed in this phase to guide the process and evaluate results.

## **Facilities Master Plan**

### **1. Situation/Needs Analysis** (outreach through interviews, surveys and town halls)

This task provides the background data needed for the rest of the plan. It includes a review and compilation of all relevant studies and other elements to create a Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis (see below). Toward the end of this phase, there is the first stage of a broad community outreach program to inform the community and identify issues facing the District.

#### **Strengths-Weaknesses-Opportunities-Threats (SWOT) Analyses**

Identify Strengths (weaknesses are the opposite)

- High-performing schools
- Optimally-sized schools
- High-FCI schools
- Schools/programs in high demand
- Schools with diverse populations

Identify Opportunities

- funding sources
- efficiencies
- customer expectations (survey)
- educational program changes (external to FMP; Curriculum section of the Strategic Plan)
- determine where existing programs may be needed (expansion-contraction)

#### Threats

- demographics and enrollment
- competition from other districts and charter schools
- funding cuts

## **2. Scenario Development** (community participation through focus groups, open houses)

This task includes the refinement of objectives based on the SWOT analysis and the Situation/Needs Analysis phase of public participation. It also includes the initial development and evaluation of programs/strategies, which are then presented to the community at large in an open-house format.

- Identify a full range of feasible alternatives, represent different scenarios, provide rudimentary cost/benefit analyses

- Present these to the community to identify issues, garner suggestions and gauge support.

## **3. Refine Options** (community participation through focus groups)

Based on the community meetings during the Scenario Development phase, some strategies are eliminated, others are added and some are modified. Much of this will be done by working with groups from potentially affected areas in focused workshops.

- Present a Limited Set of Programs/Strategies to the Community

- presentations targeted to potentially affected groups

## **4. Draft Plan** (community outreach through public meetings)

All of the previous tasks are brought together to create a facilities plan with programs to meet the community's needs for five to ten years. An implementation plan will include short, medium-, and long-term strategies, including bond funding, to implement those programs. The plan will be presented in a series of public meetings.

- Evaluate the best options (costs, benefits, feasibility, scheduling, etc.) to determine which should be implemented and when. Create.

- Draft the Plan with an initial prioritization of options for presentation to leadership and the public

- Create an Implementation Plan including a schedule, responsible persons and objective measures of success.

## **5. Plan Adoption** (public notification)

The plan is presented to leadership and the Board for adoption; the public is notified of the results of the process; participants in the process are thanked for their work and the groups are closed out.

## **School Improvement (Bond) Program**

Evaluate the options and costs to address, among other things, the objectives of the USP and deficiencies/needs identified by the FCI, ESS and TCI (part of the FMP above)

Develop a Communication Plan relative to presenting a bond package to voters in November 2016. Begin to public outreach on the bond as soon as the FMP is approved.

## **Implement the FMP**

Report on Implementation annually

Measure Success

## **Revise the Plan**

Revisit the Plan annually based on the review of implementation and revise as needed.

## **Project Teams**

The TUSD Director of Planning will lead the project with the support of the Advisory Team. A planning/architectural consultant team will participate in the Advisory Team and will compile reports and materials for presentation. A communications consultant will complete and implement the communication plan, preparing all materials for dissemination and facilitating focus groups and public meetings. Midway through the project a Bond Committee will be formed to evaluate the bond and to guide and advocate for the bond election. It is anticipated that the Bond Committee will be formed from members of focus groups and once formed will, itself, become a focus group.

