



**APPROVED**

NOV 30 1999

OFFICE OF THE  
CITY CLERK

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DEPARTMENT OF  
ADMINISTRATIVE SERVICES  
BUDGET AND POLICY REVIEW

CITY OF SACRAMENTO  
CALIFORNIA

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November 6, 1999

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City Council and  
Sacramento City Unified School District Board of Education  
Sacramento, California

Honorable Members in Session:

**SUBJECT: COMMUNITY ACCESS CONCEPT**

**LOCATION AND COUNCIL DISTRICT:** Citywide

**RECOMMENDATIONS**

This joint report recommends that the City Council and the Sacramento City Unified School District Board of Education, by resolution:

- 1) Approve the concept of community access, and
- 2) Approve the purpose, vision and guidelines for implementation and pilot site selection for community access, and
- 3) Direct staff to develop a strategy, workplan and timeline for additional pilot sites for implementation of community access and report back in Spring 2000.

**CONTACT PERSON:** Ralph Pettingell, Recreation Manager, 264-6173  
Evan Lum, Asst Superintendent, 264-3280  
Bina Lefkovitz, Consultant

**FOR COUNCIL AND BOARD MEETING OF:** November 30, 1999

**SUMMARY**

This report provides information on the development of the community access concept and requests approval of the concept along with a purpose and vision statement as well as guidelines for implementation and pilot site selection.

## **COMMITTEE/COMMISSION ACTION**

Information on community access has been presented and discussed several times with the Parks and Recreation Citizens Advisory Committee. Members of the Parks & Recreation CAC participated in a community workshop and work group in developing the purpose, vision and guidelines for community access.

## **BACKGROUND**

As the City continues to seek new ways to support and strengthen neighborhoods and as SCUSD seeks ways to involve community and parent in partnerships to improve academic outcomes for children, a logical next step in the partnership is community access. In simple terms, community access is the shared use of public facilities to maximize their use and benefit the community. In context of the joint use agreement between SCUSD and the City of Sacramento, this translates to using schools as neighborhood facilities or as 'centers' of neighborhoods. Under this concept, a school site could be used in lieu of a traditional community center to provide programs, services and activities that strengthen the youth, families and residents surrounding community when school is not in session. Under the community access pilot, (versus the direct partner concept of the joint use agreement), groups/services/activities are proactively sought out by the site based on community interest and needs, versus an open building that is filled by whatever use comes along.

Several basic premises are inherent to the community access concept:

- 1) In the face of limited resources, we need to better utilize existing public facilities to meet increased community demand,
- 2) Not every school will become a community access location,
- 3) There will be impacts at those schools that become community access locations and the City and SCUSD are partners in mitigating those impacts.

This past February, a workshop was conducted to update key stakeholders on the development of a joint use agreement between SCUSD and the City and to initiate discussions on the definition of community access. Participants at the workshop included community representatives, City Council and School Board members, labor organizations, CBOs, social service providers, students, staff from both agencies and community advisory groups.

In March, a work group made up of interested participants from the workshop, took the results of the workshop session and developed the purpose and vision statements for community access. The work group also developed guidelines for implementation of community access and selection of pilot site locations. These documents are attached to this report as Exhibits A, B, C and D.

### Pilot Effort

Over the past six months, a community access pilot has been in development for Goethe Middle School. This school was selected due to the availability of grant funds that support an afterschool tutoring and enrichment program four days a week and school nurse that is available to students at their families. Also, the principal, teachers and facility staff at the school are supportive of the community access concept.

A work group that includes city staff, the principal/vice principal, the plant manager, district permits representative, district facilities representative, and a representative from the Department of Human Assistance have developed a vision, goals and objectives specific for this site regarding community access. The group is now working on administrative policies and procedures, details on how the effort will operate at the site, roles and responsibilities of City, District and site staff, how reservations for space will be made, criteria for community use, allowable uses, communication issues, monitoring of the effort and its impact on the site. SCUSD and City policies that are not fully supportive of the effort or are in conflict with each other are currently being identified. A grant request for funding to help defray the costs of a site coordinator and additional custodial costs for summer and holiday use has been submitted.

Under the current timeline, the site is proposed to be open starting in March on Wednesday evenings for groups that meet the community access criteria. A site coordinator will seek activities and services that meet needs and interests of the community. The services will be jointly marketed to the community. The site has already identified needs and interests of parents. Further community input was obtained during the recent Title V community planning meetings in Meadowview. Once the site is open, the site coordinator will increase community outreach and involvement in site planning and activity development.

This model will serve as a test case and model for expansion of the community access concept to other locations. Following approval of this report, staff will develop a strategy including funding options, workplan and timeline for additional pilot sites for implementation of community access and report back in Spring 2000.

### **FINANCIAL CONSIDERATIONS**

In implementing the community access concept, there will be some additional costs involved. There is potential cost for maintenance and replacement of equipment, custodial services for summer/holidays and increased utility costs related to increased facility use. There will be additional staff needed to coordinate and supervise the additional activities taking place. Specifics on the costs related to community access will be included in the report back from staff. As part of the pilot effort, costs and impacts to the site will be monitored.

### **ENVIRONMENTAL CONSIDERATIONS**

There are no environmental considerations associated with this report.

## **POLICY CONSIDERATIONS**

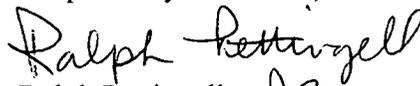
The community access concept is consistent with the changing focus to neighborhood based services for the City, the desire of the community to have better use and access to public facilities, the desire of SCUSD and the City to be more accessible and open to the community and to work in closer partnership to meet mutual goals.

Consideration of capital needs under joint use and community access will be incorporated into the proposal for City Council consideration when staff reports back on the Community Schools Program approved as part of the General Fund Capital Improvement Budget.

## **ESBD EFFORTS**

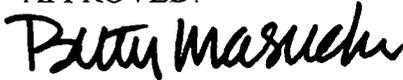
Not applicable.

Respectfully submitted,



Ralph Pettingell *RP*  
Recreation Manager

APPROVED:



ROBERT P. THOMAS  
City Manager

## PURPOSE STATEMENT FOR COMMUNITY ACCESS

The long-term success of the greater Sacramento community is dependent upon the establishment and maintenance of strong, healthy and vibrant neighborhoods. The City and School Districts can foster this success by working together to provide a "neighborhood place" or "center" where children, youth, families, community can come together. Schools as "neighborhood places" or "centers" can strengthen the sense of identity, coherence and consensus.

For the **community**, schools can provide a much needed neighborhood place/center for meetings, for the provision and distribution of human, municipal and social services, for continuing education and access to opportunities and resources.

For **schools**, opening to the community can translate to better relationships and communication with parents and other community members, which can lead to a higher level of success for students. More community members on campus translate to safer campuses, reduced incidence of graffiti and vandalism, and increased resources for the school site.

For the **city**, utilizing the school as a neighborhood place/center reduces the need for additional city built community centers, supports neighborhood vitalization efforts, and facilitates decentralized access to city and other government services.

Like a new version of the old town square, schools can serve as a community hub, a center for civic infrastructure, a place where students, parents and other members of the community can develop networks, access services and build assets for themselves and their neighborhoods. A partnership among the city, schools and community can make schools "neighborhood places" or "centers".

**VISION FOR COMMUNITY ACCESS:**

**'SCHOOLS AS "CENTERS" OF NEIGHBORHOODS'**

The City, School District and interested community members envision strong, vibrant and healthy neighborhoods making use of and bringing physical, financial, and human resources to our community's schools to help our students and all community members learn, recreate, and receive needed support services.

We envision schools as safe, clean and welcoming full service neighborhood service centers addressing community concerns in a welcoming, positive and safe environment by supporting:

- Parent and community involvement and commitment;
- Sharing and coordination of community resources, including the school's computers and other technology, to serve the needs and interests of local citizens from pre-school through senior citizen;
- Healthy, educational, cultural, and recreational opportunities to meet the needs and interests of the communities they serve;
- Use by a diverse population of community members.

These full service neighborhood centers will be active before, during and after school hours and on weekends.

### **GUIDELINES FOR COMMUNITY ACCESS**

1. Services offered at the site are determined by and meet the needs and interests of the community in which the school is located.
2. Sites that are open in the evening need a site monitor/custodian on site who is responsible for the site, is aware of the activities, and can resolve immediate issues of the users.
3. At a threshold level of community use, a coordinator is hired to help plan, implement and oversee the community access activities.
4. School facilities are to be available for use in accordance with school safety and use procedures and policies (to be developed).
5. Coordination and scheduling of the site's after school activities will be done in such a way so as usage of schools will be maximized while impact minimized.
6. Physical environment at schools needs to be welcoming and safe (i.e. lighting, signage, clean).
7. Buildings used at night shall be clean and ready for use in the morning. Alternative custodial schedules may be necessary using school site staff when possible in accordance with union contracts of the District.
8. Principals must be encouraged to support the 'community support services' piece of the District's improvement plan.
9. Communication processes are developed that enable an open dialogue between partners to problem solve around community access issues at each community access site.
10. Information on how to gain access to facilities and also on current school activities will be made available to the public to increase community awareness of current community access activities offered at schools after hours.
11. District/school site staff receive training on what community access means, how to implement community access.

12. Community groups receive training on school, safety and use procedures, rules and policies.
13. School use and safety procedures and policies that include provisions to protect and preserve school classrooms and facilities.
14. The City, County and nonprofit social service providers are encouraged to use the community access school facilities during the after hours to deliver services and make opportunities available to the residents in the neighborhoods near the school.

## COMMUNITY ACCESS

### PILOT SITES SELECTION GUIDELINES

- 1) School that has a principal committed to the community access concept and open to the community.
- 2) School that has a core group of teachers and staff who share the philosophy .
- 3) School located in a community that has a group(s) willing to take a leadership role in helping plan and implement a community access pilot; and that has demonstrated its commitment to work with the school.
- 4) School located in a community that does not have many other alternative places to come together or easily access services.
- 5) School that has a funding source (grant) to support community access.
- 6) School has physical capability of additional community use beyond its function as a school.

**RESOLUTION NO. 99-703**

ADOPTED BY THE SACRAMENTO CITY COUNCIL



ON DATE OF \_\_\_\_\_

**RESOLUTION APPROVING THE COMMUNITY ACCESS CONCEPT FOR  
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
AND THE CITY OF SACRAMENTO**

Whereas, Sacramento City Unified School District and the City of Sacramento own various facilities that directly and indirectly serve or support the community; and

Whereas, these public entities desire to maximize the use of these public assets for the benefit of the neighborhoods and community at large whose tax dollars support these facilities; and

Whereas, SCUSD operates educational systems that contribute to the economic vitality and social stability of the city and the City desires to improve and strengthen the economic and social stability of its neighborhoods; and

Whereas, schools offer facilities that can become neighborhood centers of community life that can provide services, programs for neighborhood/community activities and identity; and

Whereas, current partnerships that bring support and recreation services to school sites will be strengthened and opportunities added by the community access concept;

**NOW, THEREFORE, BE IT RESOLVED BY THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION AND THE CITY COUNCIL OF THE CITY OF SACRAMENTO:**

- 1) Approves the concept of community access in which schools are used as neighborhood facilities or as 'centers' of neighborhoods.
- 2) Approve the purpose and vision that reflect the desire and will of both agencies for the concept of community access.
- 3) Approve the guidelines for implementation and pilot site selection.

**FOR CITY CLERK USE ONLY**

RESOLUTION NO.: \_\_\_\_\_

DATE ADOPTED: \_\_\_\_\_

- 4) Direct staff to develop a strategy, workplan and timelines for addition pilot sites for implementation of community access and report back in 2000 to the Board and City Council.

\_\_\_\_\_  
VICE MAYOR

ATTEST:

\_\_\_\_\_  
CITY CLERK

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FOR CITY CLERK USE ONLY

RESOLUTION NO.: \_\_\_\_\_

DATE ADOPTED: \_\_\_\_\_ 11