

PASADENA UNIFIED SCHOOL DISTRICT

MASTER PLANNING COMMITTEE MEETING

April 8, 2019 at 3:30

Conference Room 229
351 S. Hudson Avenue
Pasadena, CA 91101

NOTICE AND AGENDA

Committee Purpose:

In order to provide robust, quality programs at each of our schools, in a fiscally stable manner in spite of a declining enrollment environment, the Master Planning and Boundaries committee will review existing site programs and capacities and future expected enrollment and bring to the board recommendations on the number and location of school sites to maintain for the next 5 to 10 years.

	Topic/Subject	Who (leader)	Time	Outcome
1.	Call to Order/Welcome/Agenda Review	Chair	1 min.	
2.	Public Comment	Members of the Public	5 min.	Views of the public are heard.
3.	Approval of Minutes from 3/25/19	Chair	5 min.	Approved minutes with any corrections needed.
4.	Brief Updates: <ul style="list-style-type: none">- Integration Data Updated- Student Map for FPA/RCHS and CIS- Draft Demographer's Report	Dr. Barnes	15 min.	Updated understanding of status of each area and next steps.
5.	Scenarios for Secondary Schools <ul style="list-style-type: none">- Factors to use for Pros/Cons- Staff Process- Actual Scenarios List	Committee and Dr. Barnes	40 min.	Select factors committee would like to focus on, understand process that staff will follow and confirm moving forward with list of scenarios.
6.	Maximizing District's Resources <ul style="list-style-type: none">- Capacity Data- School Profiles- Core Program and Cost- Costs by School	Committee and Dr. Barnes	20 min.	Agreed on requests for information and delivery dates that will support pros/cons and rationale for rightsizing the number of schools.
9.	Next Meeting date: 4/22/19 and Select May date(s)			Agree on May meeting dates – options: 5/6, 5/13, 5/20
	Adjournment			

March 25, 2019

Master Plan/Boundary Subcommittee Minutes

Board Members Present: Chair Kim Kenne, Patrick Cahalan, Michelle Bailey

Staff: Dr. Leslie Barnes, Dr. Elizabeth Blanco, Hilda Ramirez Horvath, Shannon Mumolo

Call to Order: Chair Kim Kenne at 3:32 pm

Public Comment:

Janet Morse – Inequity of AP classes among high schools

Jennifer Higginbotham – Disruption in moving programs; after-the-fact public input

Approval of Minutes: The minutes of February 25, 2019, were approved as presented. Mr. Cahalan moved and Ms. Bailey seconded.

DISCUSSION:

Brief Updates:

- ***Demographer Reports***

Dr. Barnes is currently working with PUSD’s ITS department to correct erroneous addresses; the report should be ready at the end of next week whereupon Dr. Barnes will send same to the subcommittee members. Ms. Kenne requested that the number of Marshall students who live in its preference zone be part of the report.

- ***Open Enrollment Results***

A special lottery was held for Cleveland students as the school is closed at the end of this school year; all but one student received first choice. Overall, 1482 students were entered into the lottery, of which 169 were not enrolled in their school of residence. Unfortunately, there was a computer glitch affecting 42 students; a special lottery was held for them. A second lottery involving 256 students was held today. Hopefully, the new lottery format will lead to better odds for families and an increase in registration.

- ***Status of Property Swap***

Dr. Barnes met with the City planners. The first step will be for the City Council to rezone the Ed Center in April. The second step is to prepare a rudimentary drawing showing density and location. Ms. Kenne requested a date when the Ed Center must be vacated. Decisions must be made soon regarding keeping all departments at one location or scattered throughout the district.

Discussion of Process

- ***Timeline***

Ms. Kenne provided a handout of a possible timeline illustrating multiple meetings in order to finish by September. Mr. Cahalan suggested getting board approval of concepts first, and avoid naming any particular schools for consolidation at this time. He would prefer to review every school’s pros and cons. Ms. Bailey stated that staff has already reviewed moving of schools, programs, and departments and this subcommittee should

consider working alongside of staff to consider the work staff has already done; staff should be at the table. Ms. Kenne stated that staff will be involved by providing the pros and cons requested and that the subcommittee should begin the first six steps under secondary ((1) list all scenarios and options, (2) fill in pros and cons for each option, (3) discuss and refine pros and cons, (4) have community meetings to get input on pros/cons of various scenarios, (5) select two or three scenarios/options for recommendation, and (6) take the recommendations to the board for action). Ms. Bailey reiterated that the subcommittee would still be working in a silo and should work side-by-side with district staff.

- ***Need for Facilitation***

Ms. Kenne asked if the subcommittee was interested in having its meetings facilitated. Mr. Cahalan suggesting asking staff. Ms. Kenne stated that staff was for support, not facilitation. Mr. Cahalan felt that if it is board-driven, it has more authenticity; from the parent's perspective, there would be no value for a hired gatekeeper. Ms. Bailey suggested narrowing options with regard to community outreach, thereby no need for facilitation. A budget should be discussed at the next meeting.

Maximizing District's Resources

- ***School Profiles – Format***

With regard to school consolidation, plusses and minuses must be assessed. Mr. Cahalan requested staff's ideas of preferences for a site profile – e.g., officer manager, nurse, etc. Ms. Kenne cited a document she prepared in 2014 showing core programs versus supplemental programs at each site. Is there a better formula to run a program at a site? With definitions and cost analyses, affordability of a site can be determined. Mr. Cahalan requested side-by-side comparisons showing current configuration of the district with a better configuration, which may result in fewer schools. Dr. Barnes will provide this information as soon as possible. Ms. Kenne stated that site profiles have been done before, but need updating; Chief of Facilities Cayabyab is working on same. This should include a needs assessments – construction that has been done and future work which must be done. The tiered schools list must be updated also. Ms. Kenne requested the maximum population numbers from CIS and Rose City, since the norm day enrollment figures may not reflect the average enrollment at those sites.

- ***Capacity Information***

More accurate information is required on the site profiles, using a maximum number for space required. Ms. Kenne requested a summary chart showing true capacity – are sites filled to percentage or capacity? Is there a standard? Mr. Cahalan suggested using an architectural plan which each principal would justify use. Dr. Barnes stated that this is already in progress.

- ***Costs by School***

Dr. Barnes stated that the true cost of each site tallied must include central costs (utilities, etc.).

Scenarios for Secondary Schools

The effect of programs on integration at magnet grant schools must be a consideration. Are we more or less integrated by the actions of this subcommittee? Mr. Cahalan asked if the district

should resemble the community average or the district average. Ms. Bailey stated that the scenarios should include names of schools, which Ms. Kenne will discuss at the next subcommittee meeting. Staff was charged with providing a list of specific scenarios with names, using the Davis Demographics information. Mr. Cahalan asked about the indirect rate, e.g., Chromebooks. What is funded centrally that can be identified for a site? Care must be used when figuring costs. Ms. Kenne asked if food services costs are related to sites that are open or just the district population as a whole. If the savings is in fewer sites, this must be captured. Special Education services should also be costed out in the same manner. Mr. Cahalan also expressed concerns regarding the pitfalls of the subcommittee's decisions, such as central computer lines, ADA accessibility, etc. Ms. Kenne is confident these will surface in the pros and cons.

School Integration – as related to the Magnet Grant

The magnet grant provisions are another important consideration. Implementation of best practices for integration is a part of the grant and affects certain school sites. If changes are made to enrollment, we must seek the approval of the Office of Civil Rights to ensure desegregation. Jackson and Altadena are magnet grant schools and are close to capacity. The Equity and Access Team (NIC) has been tasked with looking at enrollment changes through an equity lens. Ms. Mumolo was asked to provide updated data (trends). Ms. Kenne stated that staff could review all the consultant's recommendations and determine feasibility of choices. Dr. Blanco stated that staff will need the board's vision/mission in order to determine the choices. Mr. Cahalan suggested that each board member choose, in public, neighborhood schools versus schools of choice. Ms. Bailey again asked for insurance of equity in programming. She also requested that Marshall data for middle school and high school be separated in all reports.

Next Meeting

The next meetings are scheduled for April 8 and 22 at 3:30 p.m.

Adjournment

The meeting was adjourned at 5:30 p.m.

PUSD PERCENT ENROLLMENT VARIANCE BY SCHOOL, SED AND RACIAL/ETHNIC GROUP : 2017-18 SY																	
SCHOOLS	RESIDENCE	TOTAL	SED	% SED	% SED	W	% W	% W	H	% H	% H	B /AA	% B /AA	% B /AA	A	% A	% A
DISTRICT K-5	SCHOOL	7539	4552	60.4%	V	1420	18.8%	V	4401	58.4%	V	807	10.7%	V	437	5.8%	V
Madison	Y	449	406	90.4%	30.0%	8	1.8%	-17.1%	414	92.2%	33.8%	20	4.5%	-6.3%	1	0.2%	-5.6%
Jefferson	Y	382	340	89.0%	28.6%	14	3.7%	-15.2%	319	83.5%	25.1%	27	7.1%	-3.6%	8	2.1%	-3.7%
Franklin	Y	198	174	87.9%	27.5%	5	2.5%	-16.3%	148	74.8%	16.4%	37	18.7%	8.0%	2	1.0%	-4.8%
WASHINGTON STEM MAGNET	Y	509	444	87.2%	26.9%	4	0.8%	-18.0%	435	85.5%	27.1%	57	11.2%	0.5%	2	0.4%	-5.4%
Roosevelt	Y	298	242	81.2%	20.8%	12	4.0%	-14.8%	254	85.2%	26.9%	26	8.7%	-2.0%	1	0.3%	-5.5%
Cleveland	Y	146	118	80.8%	20.4%	6	4.1%	-14.7%	106	72.6%	14.2%	32	21.9%	11.2%	2	1.4%	-4.4%
Longfellow	Y	488	392	80.3%	20.0%	43	8.8%	-10.0%	329	67.4%	9.0%	82	16.8%	6.1%	5	1.0%	-4.8%
ALTADENA ARTS MAGNET	Y	247	177	71.7%	11.3%	26	10.5%	-8.3%	144	58.3%	-0.1%	68	27.5%	16.8%	0	0.0%	-5.8%
JACKSON STEM/SP DL MAGNET	Y	588	417	70.9%	10.5%	78	13.3%	-5.6%	415	70.6%	12.2%	70	11.9%	1.2%	5	0.9%	-4.9%
Willard	Y	640	436	68.1%	7.8%	79	12.3%	-6.5%	447	69.8%	11.5%	48	7.5%	-3.2%	31	4.8%	-1.0%
Norma Coombs	Y	413	273	66.1%	5.7%	57	13.8%	-5.0%	218	52.8%	-5.6%	93	22.5%	11.8%	11	2.7%	-3.1%
Daniel Webster	Y	395	256	64.8%	4.4%	181	45.8%	27.0%	151	38.2%	-20.1%	27	6.8%	-3.9%	8	2.0%	-3.8%
Hamilton	Y	592	264	44.6%	-15.8%	151	25.5%	6.7%	244	41.2%	-17.2%	60	10.1%	-0.6%	76	12.8%	7.0%
Don Benito Fundamental	Y	595	228	38.3%	-22.1%	199	33.5%	14.6%	243	40.8%	-17.5%	67	11.3%	0.6%	23	3.9%	-1.9%
San Rafael	N	449	148	33.0%	-27.4%	104	23.2%	4.3%	290	64.6%	6.2%	27	6.0%	-4.7%	13	2.9%	-2.9%
Field	N	477	105	22.0%	-38.4%	59	12.4%	-6.5%	80	16.8%	-41.6%	37	7.8%	-2.9%	196	41.1%	35.3%
Sierra Madre	Y	673	132	19.6%	-40.8%	394	58.5%	39.7%	164	24.4%	-34.0%	29	4.3%	-6.4%	53	7.9%	2.1%
DISTRICT 6-8		2016	1320	65.5%	V	364	18.1%	V	1193	59.2%	V	255	12.6%	V	101	5.0%	V
WASHINGTON STEAM/SP DL	Y	490	418	85.3%	19.8%	13	2.7%	-15.4%	409	83.5%	24.3%	59	12.0%	-0.6%	4	0.8%	-4.2%
Woodrow Wilson	Y	492	390	79.3%	13.8%	53	10.8%	-7.3%	330	67.1%	7.9%	61	12.4%	-0.2%	18	3.7%	-1.3%
ELIOT ARTS MAGNET	Y	510	371	72.8%	7.3%	42	8.2%	-9.8%	327	64.1%	4.9%	99	19.4%	6.8%	16	3.1%	-1.9%
Sierra Madre	Y	524	141	26.9%	-38.6%	256	48.9%	30.8%	127	24.2%	-34.9%	36	6.9%	-5.8%	63	12.0%	7.0%
DISTRICT K-8		9555	5872	61.5%	V	1784	18.7%	V	5594	58.5%	V	1062	11.1%	V	538	5.6%	V
McKinley (K-8)	Y	1092	713	65.3%	3.8%	150	13.7%	-4.3%	572	52.4%	-6.8%	186	17.0%	4.4%	109	10.0%	5.0%
DISTRICT 6-12		4715	3188	67.6%	V	683	14.5%	V	2933	62.2%	V	676	14.3%	V	162	3.4%	V
Blair High	Y	1099	700	63.7%	-3.9%	130	11.8%	-2.7%	701	63.8%	1.6%	141	12.8%	-1.5%	65	5.9%	2.5%
Marshall Fundamental	N	1992	1244	62.5%	-5.2%	394	19.8%	5.3%	1195	60.0%	-2.2%	177	8.9%	-5.4%	77	3.9%	0.4%
DISTRICT 9-12		2699	1868	69.2%	V	319	11.8%	V	1740	64.5%	V	421	15.6%	V	61	2.3%	V
MUIR EC/CP MAGNET	Y	892	725	81.3%	12.1%	16	1.8%	-10.0%	638	71.5%	7.1%	199	22.3%	6.7%	4	0.5%	-1.8%
Pasadena High	Y	1807	1143	63.3%	-6.0%	303	16.8%	5.0%	1102	61.0%	-3.5%	222	12.3%	-3.3%	57	3.2%	0.9%
Rose City High (Continuation)		166	142	85.5%	16.3%	2	1.2%	-10.6%	131	78.9%	14.5%	29	17.5%	1.9%	1	0.6%	-1.7%
PUSD (Home School)		14	4	28.6%		3	21.4%		6	42.9%		2	14.3%		3	21.4%	
NPS School Group		88	39	44.3%		25	28.4%		29	33.0%		23	26.1%		2	2.3%	
CIS Academy	N	176	116	65.9%		23	13.1%		123	69.9%	-1.6%	19	10.8%		2	1.1%	
PUSD - Districtwide		16,881	10698	63.4%		2830	16.8%		10091	59.8%		2060	12.2%		858	5.1%	

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PUSD PERCENT ENROLLMENT VARIANCE BY SCHOOL, SED AND RACIAL/ETHNIC GROUP : 2018-19 SY																	
SCHOOLS	RESIDENCE	TOTAL	SED	% SED	% SED	W	% W	% W	H	% H	% H	B /AA	% B /AA	% B /AA	A	% A	% A
DISTRICT K-5	SCHOOL	7272	4271	58.7%	V	1359	18.7%	V	4209	57.9%	V	744	10.2%	V	605	8.3%	V
Madison	Y	401	372	92.8%	34.0%	6	1.5%	-17.2%	368	91.8%	33.9%	20	5.0%	-5.2%	7	1.8%	-6.6%
Jefferson	Y	383	329	85.9%	27.2%	16	4.2%	-14.5%	323	84.3%	26.5%	28	7.3%	-2.9%	11	2.9%	-5.4%
Franklin	Y	182	152	83.5%	24.8%	7	3.9%	-14.8%	135	74.2%	16.3%	35	19.2%	9.0%	3	1.7%	-6.7%
WASHINGTON STEM MAGNET	Y	494	437	88.5%	29.7%	5	1.0%	-17.7%	417	84.4%	26.5%	62	12.6%	2.3%	10	2.0%	-6.3%
Roosevelt	Y	281	239	85.1%	26.3%	9	3.2%	-15.5%	244	86.8%	29.0%	24	8.5%	-1.7%	3	1.1%	-7.2%
Cleveland	Y	97	90	92.8%	34.0%	2	2.1%	-16.6%	71	73.2%	15.3%	23	23.7%	13.5%	1	1.0%	-7.3%
Longfellow	Y	437	337	77.1%	18.4%	31	7.1%	-11.6%	311	71.2%	13.3%	67	15.3%	5.1%	14	3.2%	-5.1%
ALTADENA ARTS MAGNET	Y	225	155	68.9%	10.2%	28	12.4%	-6.2%	129	57.3%	-0.5%	52	23.1%	12.9%	3	1.3%	-7.0%
JACKSON STEM/SP DL MAGNET	Y	634	389	61.4%	2.6%	91	14.4%	-4.3%	425	67.0%	9.2%	81	12.8%	2.5%	12	1.9%	-6.4%
Willard	Y	634	423	66.7%	8.0%	97	15.3%	-3.4%	426	67.2%	9.3%	39	6.2%	-4.1%	43	6.8%	-1.5%
Norma Coombs	Y	382	248	64.9%	6.2%	46	12.0%	-6.6%	211	55.2%	-2.6%	91	23.8%	13.6%	14	3.7%	-4.6%
Daniel Webster	Y	345	227	65.8%	7.1%	154	44.6%	26.0%	143	41.5%	-16.4%	19	5.5%	-4.7%	13	3.8%	-4.5%
Hamilton	Y	605	261	43.1%	-15.6%	148	24.5%	5.8%	247	40.8%	-17.0%	62	10.3%	0.0%	109	18.0%	9.7%
Don Benito Fundamental	Y	554	225	40.6%	-18.1%	174	31.4%	12.7%	232	41.9%	-16.0%	67	12.1%	1.9%	36	6.5%	-1.8%
San Rafael	N	440	154	35.0%	-23.7%	99	22.5%	3.8%	293	66.6%	8.7%	24	5.5%	-4.8%	16	3.6%	-4.7%
Field	N	489	110	22.5%	-36.2%	53	10.8%	-7.8%	72	14.7%	-43.2%	22	4.5%	-5.7%	232	47.5%	39.1%
Sierra Madre	Y	689	123	17.9%	-40.9%	393	57.0%	38.4%	162	23.5%	-34.4%	28	4.1%	-6.2%	78	11.3%	3.0%
DISTRICT 6-8		1976	1255	63.5%	V	355	18.0%	V	1188	60.1%	V	251	12.7%	V	116	5.9%	V
WASHINGTON STEAM/SP DL	Y	454	393	86.6%	23.0%	6	1.3%	-16.6%	375	82.6%	22.5%	66	14.5%	1.8%	5	1.0%	-4.9%
Woodrow Wilson	Y	454	345	76.0%	12.5%	45	9.9%	-8.1%	331	72.9%	12.8%	43	9.5%	-3.2%	22	4.8%	-1.0%
ELIOT ARTS MAGNET	Y	513	383	74.7%	11.1%	43	8.4%	-9.6%	332	64.7%	4.6%	100	19.5%	6.8%	16	3.0%	-2.9%
Sierra Madre	Y	555	134	24.1%	-39.4%	261	47.0%	29.1%	150	27.0%	-33.1%	42	7.6%	-5.1%	73	13.2%	7.3%
DISTRICT K-8		9248	5526	59.8%	V	1714	18.5%	V	5397	58.4%	V	995	10.8%	V	721	7.8%	V
McKinley (K-8)	Y	973	624	64.1%	4.4%	129	13.3%	-4.7%	541	55.6%	-4.5%	166	17.1%	4.4%	107	11.0%	5.1%
DISTRICT 6-12		4590	3008	65.5%	V	676	14.7%	V	2868	62.5%	V	667	14.5%	V	223	4.9%	V
Blair High	Y	977	590	60.4%	-5.1%	128	13.1%	-1.6%	648	66.3%	3.8%	99	10.1%	-4.4%	77	7.9%	3.0%
Marshall Fundamental	N	1987	1215	61.2%	-4.4%	424	21.3%	6.6%	1186	59.7%	-2.8%	163	8.2%	-6.3%	131	6.6%	1.7%
DISTRICT 9-12		2614	1753	67.1%	V	321	12.3%	V	1680	64.3%	V	416	15.9%	V	107	4.1%	V
MUIR EC/CP MAGNET	Y	879	684	77.8%	10.8%	15	1.7%	-10.6%	608	69.2%	4.9%	222	25.3%	9.3%	13	1.5%	-2.6%
Pasadena High	Y	1735	1069	61.6%	-5.5%	306	17.6%	5.4%	1072	61.8%	-2.5%	194	11.2%	-4.7%	94	5.4%	1.3%
Rose City High (Continuation)		176	161	91.5%	24.4%	5	2.8%	-9.4%	148	84.1%	19.8%	19	10.8%	-5.1%	0	0.0%	-4.1%
PUSD (Home School)		51	26	51.0%		8	15.7%		28	54.9%		13	25.5%		2	3.9%	
NPS School Group		109	35	32.1%		37	33.9%		38	34.9%		23	21.1%		4	2.7%	
CIS Academy	N	205	129	62.9%		28	13.7%		145	70.7%		18	8.8%		7	3.4%	
PUSD - Districtwide		16,340	10,059	61.6%													

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Filters

Attributes Spatial

Matched 448 of 16056 total students.

Selected [-] **Download**

All Students (Filtered) **448**

Special Ed	Count	%
No	363	81.0%
Yes	85	19.0%

ESL	Count	%
No	377	84.2%
Yes	71	15.8%

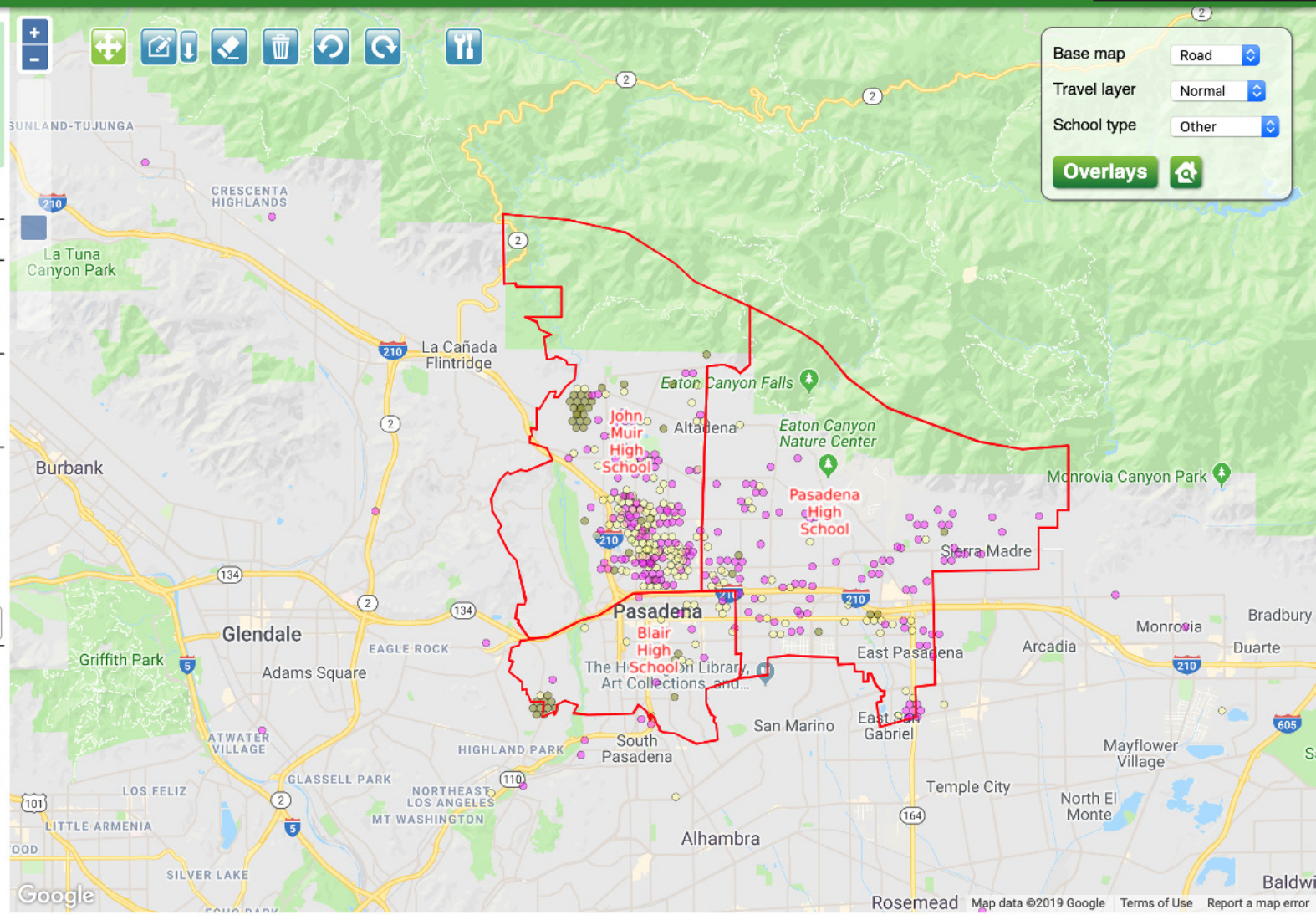
Transfer Status	Count	%
Home Area Enrolled	52	11.6%
Transferring within the District	363	81.0%
Transferring into the District	31	6.9%
Unknown Location	2	0.4%

Map By [-] **School of Attendance**

1 dot = 1 Student

	Count	%
● CIS Academy	223	49.8%
● Focus Point Academy	52	11.6%
● Rose City High School	173	38.6%

Export



School Consolidation or Closure Factors To Consider – from various sources

	CDE Surplus School Guide	2010 Consol. Process	2016 Edu. Master Plan	17-18 Supe School Consol Comm.	18-19 Master Planning/ Boundary
Facility condition	X				
Operating Cost	X				
Excess Capacity	X				
Special program facilities	X	X	X		
Environmental factors	X				
Ethnic Balance of Schools	X				
Transportation	X	X	X		
Neighborhood school	X	X			
Education Program	X			X	
Aesthetics	X				
Value of facility/property	X				
Close by schools to take students		X	X		
Low population at school		X	X		
Planned and Unspent Facilities Improve.		X	X		
Limited Capacity to increase Capacity		X	X		
Alternative Uses for Facility		X	X		
Underperforming Academics		X			
Parents unsatisfied with school		X			
Keep neighborhood together			X		
Maximize student proximity to school				X	
Promote socio-economic diversity				X	
Impact as few students as possible				X	

Master Planning Scenarios – High School

Option 1	Keep all four High Schools open		
Scenario A	Keep current grade configurations (6-12 and 9-12)	Pros:	
		Cons:	
Scenario B	Make all four HS 6-12 grade span (this will have affect on middle schools)	Pros:	
		Cons:	
Option 2	Have three High Schools		
Scenario A	Consolidate to PHS, Muir and Marshall	Pros:	
		Cons:	
Scenario B	Consolidate to PHS, Muir and Blair	Pros:	
		Cons:	
Scenario C	Consolidate to PHS, Marshall and Blair	Pros:	
		Cons:	
Scenario D	Consolidate to Marshall, Muir and Blair	Pros:	
		Cons:	

Master Planning Scenarios – High School

Option 3	Have two High Schools		
Scenario A	Consolidate to PHS and Muir	Pros:	
		Cons:	
Scenario B	Consolidate to Marshall and Muir	Pros:	
		Cons:	
Scenario C	Consolidate to Marshall and PHS	Pros:	
		Cons:	
Scenario D	Consolidate to PHS and Blair	Pros:	
		Cons:	
Scenario E	Consolidate to Blair and Marshall	Pros:	
		Cons:	
Scenario F	Consolidate to Muir and Blair	Pros:	
		Cons:	
Option 4	Keep one high school		
Scenario A	Consolidate to PHS	Pros:	
		Cons:	
Scenario B	Consolidate to Muir	Pros:	
		Cons:	

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Option 1	Four Stand Alone MS, Two 6-12s, One K-8		
Scenario A	Stand alone MS – Eliot, Wash MS, Wilson, SMMS. 6-12 at Marshall, Blair. McKinley – K-8	Pros:	
		Cons:	
Option 2	Four Stand Alone MS – no others		
Scenario A	Stand Alone MS – Eliot, Wash MS, Wilson and SMMS. No K-8 or 6-12	Pros:	
		Cons:	
Option 3	Three Stand Alone MS – no other MS		
Scenario A	Consolidate to Eliot, Wash MS, Wilson	Pros:	
		Cons:	
Scenario B	Consolidate to Eliot, Wash MS, SMMS	Pros:	
		Cons:	
Scenario C	Consolidate to Wash MS, Wilson, SMMS	Pros:	
		Cons:	
Scenario D	Consolidate to Wilson, Eliot, SMMS	Pros:	
		Cons:	
Option 4	Two Stand Alone MS – no other MS		
Scenario A	Consolidate to Wash MS, Wilson	Pros:	
		Cons:	

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Scenario B	Consolidate to Wash MS, SMMS	Pros:	
		Cons:	
Scenario C	Consolidate to Wilson, SMMS	Pros:	
		Cons:	
Scenario D	Consolidate to Eliot, SMMS	Pros:	
		Cons:	
Scenario E	Consolidate to Eliot, Wilson	Pros:	
		Cons:	
Scenario F	Consolidate to Eliot, Wash MS	Pros:	
		Cons:	
Option 5	Keep two 6-12, 4 Stand Alone MS		
Scenario A	6-12 – Blair, Marshall. Stand Alone – Wash MS, Eliot, Wilson, SMMS (no K-8)	Pros:	
		Cons:	
Option 6	Keep two 6-12, 3 Stand Alone MS		
Scenario A	6-12 – Blair, Marshall. Stand Alone - Consolidate to Eliot, Wash MS, Wilson	Pros:	
		Cons:	
Scenario B	6-12 – Blair, Marshall. Stand Alone - Consolidate to Eliot, Wash MS, SMMS	Pros:	
		Cons:	
Scenario C	6-12 – Blair, Marshall. Stand Alone - Consolidate to Wash MS, Wilson, SMMS	Pros:	
		Cons:	

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Scenario D	6-12 – Blair, Marshall. Stand Alone - Consolidate to Wilson, Eliot, SMMS	Pros:	
		Cons:	
Option 7	Two 6-12, Two Stand Alone MS		
Scenario A	6-12 – Blair, Marshall. Stand Alone - Consolidate to Wash MS, Wilson	Pros:	
		Cons:	
Scenario B	6-12 – Blair, Marshall. Stand Alone - Consolidate to Wash MS, SMMS	Pros:	
		Cons:	
Scenario C	6-12 – Blair, Marshall. Stand Alone - Consolidate to Wilson, SMMS	Pros:	
		Cons:	
Scenario D	6-12 – Blair, Marshall. Stand Alone - Consolidate to Eliot, SMMS	Pros:	
		Cons:	
Scenario E	6-12 – Blair, Marshall. Stand Alone - Consolidate to Eliot, Wilson	Pros:	
		Cons:	
Scenario F	6-12 – Blair, Marshall. Stand Alone - Consolidate to Eliot, Wash MS	Pros:	
		Cons:	
Option 8	One 6-12, Four Stand Alone MS		
Scenario A	6-12 – Blair. Stand Alone – Wash MS, Eliot, Wilson, SMMS (no K-8)	Pros:	
		Cons:	
Scenario B	6-12 – Marshall. Stand Alone – Wash MS, Eliot, Wilson, SMMS (no K-8)	Pros:	

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		Cons:	
Option 9	One 6-12, Three Stand Alone MS		
Scenario A	6-12 – Blair. Stand Alone – Consolidate to Eliot, Wash MS, Wilson	Pros:	
		Cons:	
Scenario B	6-12 – Blair. Stand Alone – Consolidate to Eliot, Wash MS, SMMS	Pros:	
		Cons:	
Scenario C	6-12 – Blair. Stand Alone – Consolidate to Wash MS, Wilson, SMMS	Pros:	
		Cons:	
Scenario D	6-12 – Blair. Stand Alone – Consolidate to Wilson, Eliot, SMMS	Pros:	
		Cons:	
Scenario E	6-12 – Marshall. Stand Alone – Consolidate to Eliot, Wash MS, Wilson	Pros:	
		Cons:	
Scenario F	6-12 – Marshall. Stand Alone – Consolidate to Eliot, Wash MS, SMMS	Pros:	
		Cons:	
Scenario G	6-12 – Marshall. Stand Alone – Consolidate to Wash MS, Wilson, SMMS	Pros:	
		Cons:	
Scenario H	6-12 – Marshall. Stand Alone – Consolidate to Wilson, Eliot, SMMS	Pros:	
		Cons:	
Option 10	One 6-12, Two Stand Alone MS		
Scenario A	6-12 – Blair. Stand Alone -Consolidate to	Pros:	

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	Wash MS, Wilson		
		Cons:	
Scenario B	6-12 – Blair. Stand Alone -Consolidate to Wash MS, SMMS	Pros:	
		Cons:	
Scenario C	6-12 – Blair. Stand Alone -Consolidate to Wilson, SMMS	Pros:	
		Cons:	
Scenario D	6-12 – Blair. Stand Alone -Consolidate to Eliot, SMMS	Pros:	
		Cons:	
Scenario E	6-12 – Blair. Stand Alone -Consolidate to Eliot, Wilson	Pros:	
		Cons:	
Scenario F	6-12 – Blair. Stand Alone -Consolidate to Eliot, Wash MS	Pros:	
		Cons:	
Scenario G	6-12 – Marshall. Stand Alone - Consolidate to Wash MS, Wilson	Pros:	
		Cons:	
Scenario H	6-12 – Marshall. Stand Alone - Consolidate to Wash MS, SMMS	Pros:	
		Cons:	
Scenario I	6-12 – Marshall. Stand Alone - Consolidate to Wilson, SMMS	Pros:	
		Cons:	
Scenario J	6-12 – Marshall. Stand Alone - Consolidate to Eliot, SMMS	Pros:	

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		Cons:	
Scenario K	6-12 – Marshall. Stand Alone - Consolidate to Eliot, Wilson	Pros:	
		Cons:	
Scenario L	6-12 – Marshall. Stand Alone - Consolidate to Eliot, Wash MS	Pros:	
		Cons:	
Option 11	Four 6-12, 1 or 2 Stand Alone/K-8		