

PASADENA UNIFIED SCHOOL DISTRICT
MASTER PLANNING COMMITTEE MEETING

January 28, 2019 at 2:30

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

NOTICE AND AGENDA

Committee Purpose: TBD

	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	Chair	5 min.	Approved minutes with any corrections needed.
4.	Scope of committee work – Finalize the “Why” and the “What”	Committee	10 min.	Final version of scope to take to full board in February
5.	Timeline for Committee	Committee	10 min.	Agreement on draft of timeline for initial set of meetings and meeting dates
6.	Communication Update	Committee	10 min.	Next steps for webpage, messaging from Communications office and initial community townhall
7.	Information – Review of initial and further requests, clarification	Committee	15 min.	Feedback for staff on changes or additional information requests
	Adjournment			

December 10, 2018

Master Planning/Boundary Subcommittee Minutes

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

Staff: Dr. Elizabeth Blanco, Dr. Leslie Barnes, Helen Hill, Trudell Skinner

Call to Order: Chair Kim Kenne

Discussion:

Scope of Committee Work and How to Organize and Schedule: The main goal is to provide excellent quality programs at all schools; programs should not be cut in order to keep too many schools open. The current open enrollment process must be reviewed, keeping equity in the forefront. Boundaries should also be reviewed. A system must be developed to decide when schools should be closed. More discussions should be had regarding equity, as schools with specific programs may not be accessible due to lack of transportation. A holistic approach is desired versus focusing on individual schools. We should aim for a minimum enrollment of 14,000 while planning. Costs of special programs must be analyzed per student. In reviewing the two phases presented, athletics should be moved from Phase II to Phase I and costs must be analyzed. A timeline/meeting schedule must be created from the phase lists as the next step. Suggestions included reviewing school start times to reuse buses, bringing back targeted busing if schools are consolidated, and/or working with the City of Pasadena's transportation department. The subcommittee was encouraged to bring back all ideas and be open to all. Ensure that full board is kept in the loop along the way. Clarified for public that decisions could be implemented as early as the 20-21 school year. (see attached Overview document as well)

Discussion on How to Engage the Community in this Process: Town hall meetings should be scheduled and the conversations should be focused/guided. . A webpage should be created for documents, surveys, and focus groups. Cahalan offered to upload all documents with hyperlinks on the website. Town hall meetings should be held at three different community locations with the same specific guided topics. ThoughtExchange™ can be used for community input. All minutes and agendas will be sent to the larger parent groups. Our Manager of Communications can help frame public messages. Schedule first community meeting at some point after next subcommittee meeting.

Report from Staff on Planned Changes for 2019-20 School Year: Schools need to plan enrollment capacity more effectively to avoid over-enrollment/over-staffing. Enrollment capacity training was provided to principals and central staff pulled principals together to work on forecasting number of open seats for the lottery for each school. Enrollment should be limited/capped going forward at sites that have limited space. Staff plans for department moves out of 351 Hudson should be shared with subcommittee.

List of Information Needed for this Process: Data required: multiple years of enrollment data as of Norm Day (which kids go where, capture rate), where students reside vs where they attend,

five-year projections of birth rates, etc., enrollment projections by school level, home sales/rental data by attendance zone. Skinner will contact Chief Jamal regarding Guide K-12™ doing the work. The current WLC capacity report must be updated; principals should confirm the number of rooms required and how rooms are being used. DLIP programs were discussed regarding native versus non-native speaker ratios. A FAQ sheet should be developed for posting on the website with information such as small schools do not mean small class sizes.

Meeting Schedule: Mondays at 3 p.m. once a month.

Public Comment:

Steve Cole – Public engagement forum with sites sharing data on programs, staffing ratios should be a guide only, clarity on data assumptions, mechanisms to challenge data.

Nancy Dufford – Qualified facilitators at all forums, FAQs re school consolidations versus program removal, formally decided enrollment caps.

Ruthann Aull: Food at forums, Peoria Place plan.

Janet Morse: Open Enrollment statistics

Adjournment

Goal/Vision for Master Planning Process (the Why):

Example: “Pasadena Unified needs to rightsize the number of schools we maintain, in order to provide robust, quality programs at each of our schools in a fiscally stable manner.” *In mtg – partially reworded – To provide robust, quality programs as each of our schools in a fiscally stable manner in a declining enrollment environment_____ (need to finish this part).*

Outcomes: Usable, ongoing process for determining school consolidation, decisions for the 20-21 school year

Guiding Beliefs:

Could include:

Equity – equitable access to schools/programs for all students

Holistic view of school district rather than individual decisions on sites

Timeframe – 5 to 10 years

District size will stabilize around 14,000 to 15,000 students.

Possible Topics/phasing:

Phase I Topics	Phase II Topics
<p>Review of “core” program (see 2016 Road Map)</p> <p>Program inventory (Check for equity and Road Map alignment)-</p> <ul style="list-style-type: none"> - Signature programs – Dual Language, Intl. Bacc. - Magnet programs – STEM, STEAM, Arts, DLIP, Early College - specific courses at secondary schools (world language offered, other electives), AP courses - Special music or art focus/programs - College/Career Pathways and CTE courses, wall-to-wall - Math Academy - Vanguard program - International Academy - Independent Study - Special Education programs- Special Day classes, Inclusion, medically fragile, PALS, Focus Point - After school programs - ROTC - <i>Athletics</i> <p>Grade span options</p> <p>School Choice – philosophy</p> <p>Integration – socio-economic – philosophy</p>	<p>Facility amenities – list for each site</p> <p>Site utilization/capacity</p> <p>Open Enrollment – logistical changes</p> <p><i>Athletics</i></p> <p>Integration – logistics</p> <p>Feeder patterns</p> <p>Bell schedules</p> <p>Alternative uses for empty sites</p> <p>School closures/mergers</p> <p>Transportation</p> <p>Transition plans – one year, multi-year</p> <p>School boundaries</p> <p><i>Criteria</i></p>

Note: Want to have consensus agreement from board at checkpoints in process – rather than wait until the end.



Research Brief: Audit of K-5 DLIP Program Records, November 14, 2018

This brief audit was undertaken to quickly assess the reliability of Dual-Language Immersion Program (DLIP) records. All K-5 student enrollments were examined to determine the degree to which students enrolled in DLIP classrooms possess valid/current DLIP program records. Secondary enrollments are not included because students participating in DLIP were not as readily identifiable by course records.

Program records are maintained in the District’s Student Information System (SIS) by school sites as a means of tracking student participation in various programs. Valid program records are those which (1) have a program start date and (2) have either no exit date or a future date indicated.

DLIP classrooms were identified by school site staff as part of enrollment count tallies tracked by schools during the first week of the school year. Students were counted as being enrolled in a DLIP classroom if assigned to one of these classrooms in the District’s SIS as indicated by rostered classroom teacher’s name.

Table 1 below summarizes the Districtwide K-5 student enrollments in DLIP classrooms and the counts and percentage of those enrolled students who possess valid DLIP program codes. There are currently 7,693 K to 5 PUSD students and 1,439 of these students (18.7%) are enrolled in a DLIP classroom. Of the students enrolled in DLIP classrooms, 86% have a valid program record indicating their participation in a DLIP program. Of the remaining 6,254 K-5 students who are not enrolled in DLIP classrooms, .2% (12 students) are incorrectly flagged as currently participating in a DLIP program. Altogether, counting both students in DLIP classrooms with no valid record and students in non-DLIP classrooms with DLIP records, (230 students) 3% of all K-5 enrolled students have a DLIP program record error.

Table 1. K-5 Students by enrollment in a DLIP classroom and DLIP program code.

	Valid DLIP Program Record		No Valid DLIP Program Record		Total	
	Count	%	Count	%	Count	%
DLIP Classroom Students	1221	84.85%	218	15.15%	1439	100%
Non-DLIP Classroom Students	12	0.19%	6242	99.81%	6254	100%
K-5 Elementary Students	1233	16.03%	6460	83.97%	7693	100%

Recommendation:

A cross-divisional cleanup effort is required to correct SIS records to ensure student participation in programs is accurately tracked. An audit of secondary grades is also recommended to enable cleanup of secondary program records and will require collaboration from the Academics division and school site staff to identify courses in which enrollment would signal DLIP participation. Based on this information, students rostered in these courses can be isolated in order to identify which secondary students are continuing their participation in the DLIP. As most DLIP program records lack exit dates, it appears that exit dates were not systematically entered for students as they transitioned to secondary schools.

Fall 2018 DLIP Enrollment by School Site and Grade Level

Data source: Aeries November 14, 2018

School name	Grade	# Enrolled in DLIP Classroom	# Enrolled in Non-DLIP Classroom	Total Enrolled
Altadena Elementary School	K	20	27	47
	1	7	25	32
	2	5	30	35
	3		45	45
	4		34	34
	5		34	34
	Total K-5	32	195	227
Cleveland Elementary School	K		13	13
	1		10	10
	2		22	22
	3		14	14
	4		19	19
	5		20	20
	Total K-5		98	98
Don Benito Fundamental	K		92	92
	1		97	97
	2		93	93
	3		82	82
	4		85	85
	5		101	101
	Total K-5		550	550
Field Elementary School	K	112		112
	1	77		77
	2	78		78
	3	72		72
	4	77		77
	5	61	15	76
	Total K-5	477	15	492
Franklin Elementary School	K		27	27
	1		20	20
	2		20	20
	3		32	32
	4		25	25
	5		37	37
	Total K-5		161	161
Hamilton Elementary School	K		101	101
	1		110	110
	2		107	107
	3		104	104
	4		92	92
	5		89	89
	Total K-5		603	603

School name	Grade	# Enrolled in DLIP Classroom	# Enrolled in Non-DLIP Classroom	Total Enrolled
Home Teaching	K		1	1
	2		3	3
	4		1	1
	5		4	4
	Total K-5		9	9
Jackson Elementary School	K	73	31	104
	1	75	40	115
	2	78	38	116
	3	65	48	113
	4	53	44	97
	5	45	39	84
	Total K-5	389	240	629
Jefferson Elementary School	K	28	35	63
	1	40	33	73
	2	33	40	73
	3		46	46
	4		42	42
	5		57	57
	Total K-5	101	253	354
Longfellow Elementary School	K		65	65
	1		64	64
	2		74	74
	3		73	73
	4		74	74
	5		64	64
	Total K-5		414	414
Madison Elementary School	K		69	69
	1		67	67
	2		66	66
	3		64	64
	4		60	60
	5		64	64
	Total K-5		390	390
McKinley Elementary School	K		75	75
	1		80	80
	2		85	85
	3		102	102
	4		99	99
	5		112	112
	Total K-5		553	553
Norma Coombs Elementary School	K		48	48
	1		55	55
	2		59	59
	3		61	61
	4		67	67
	5		74	74
	Total K-5		364	364

School name	Grade	# Enrolled in DLIP Classroom	# Enrolled in Non-DLIP Classroom	Total Enrolled
Roosevelt Elementary School	K		36	36
	1		50	50
	2		35	35
	3		60	60
	4		47	47
	5		50	50
	Total K-5		278	278
San Rafael Elementary School	K	70		70
	1	71		71
	2	80		80
	3	67		67
	4	65		65
	5	87		87
	Total K-5	440		440
Sierra Madre Elementary School	K		115	115
	1		111	111
	2		100	100
	3		116	116
	4		115	115
	5		132	132
	Total K-5		689	689
Washington Accelerated School	K		63	63
	1		77	77
	2		79	79
	3		87	87
	4		88	88
	5		92	92
	Total K-5		486	486
Webster Elementary School	K		47	47
	1		55	55
	2		55	55
	3		72	72
	4		51	51
	5		64	64
	Total K-5		344	344
Willard Elementary School	K		91	91
	1		94	94
	2		99	99
	3		125	125
	4		97	97
	5		106	106
	Total K-5		612	612
Districtwide (K-5)	K	303	936	1239
	1	270	988	1258
	2	274	1005	1279
	3	204	1131	1335
	4	195	1040	1235
	5	193	1154	1347
	Total K-5	1439	6254	7693

Existing Classroom Utilization and Capacity Study

2015-16

Pasadena Unified School District



December 15, 2016





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Appendix

Purpose



The purpose of this study is to verify and record the existing classroom space utilization at each school as it will provide the District a vital tool when studying enrollment trends and program changes. Student enrollment and program usage impact the capacity of schools. The use of classrooms and the spaces that can potentially be repurposed to teaching spaces varies from school to school and from year to year and having a record of their uses provides data to determine impact from enrollment shifts as well as reorganization of school programs. This study provides a physical database of classroom spaces and potential teaching spaces which will be a valuable planning tool for the District to accomplish this goal.

Acknowledgements



The following list are key staff members who have contributed their efforts to provide the data utilized to make this study possible:

- Nelson Cayabyab, Chief Facilities Officer
- Linda Machida, Grants Director
- Matt Bogaard, Emergency Planning Coordinator
- Zachary Fogel, Emergency Planning Coordinator
- Kris Zazirski, Project Manager
- Principals and staff team from the 28 school sites

Criteria Used to Determine Capacity



Data for this study were collected from the following sources:

- Site verifications
- School site evacuation maps
- Online school website
- Facility office "As Built" site plans
- Google maps

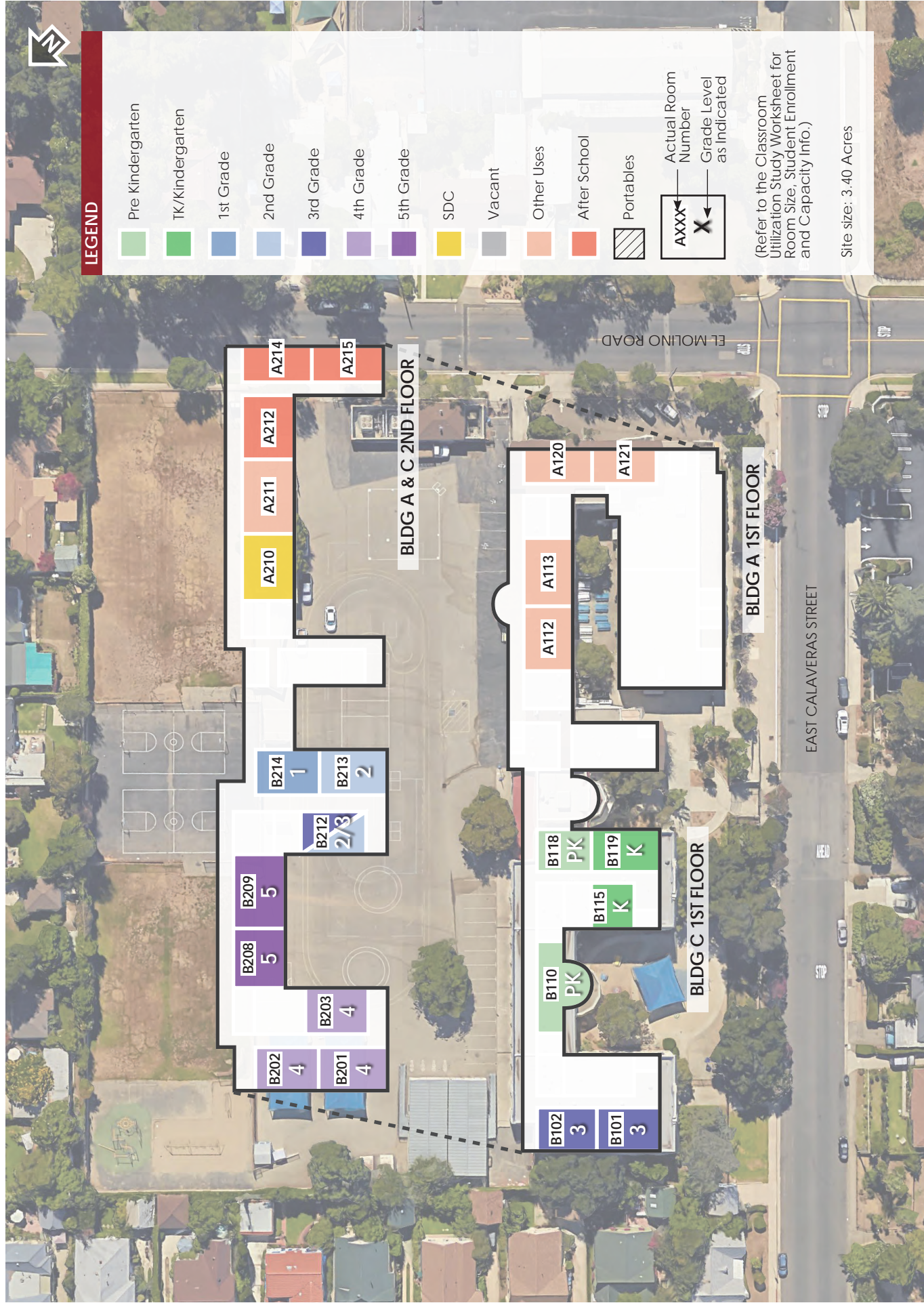
The criteria to determine classroom capacity used in this Study are based on the following class size loading standards from the District's School Capacity Study dated October 2013.

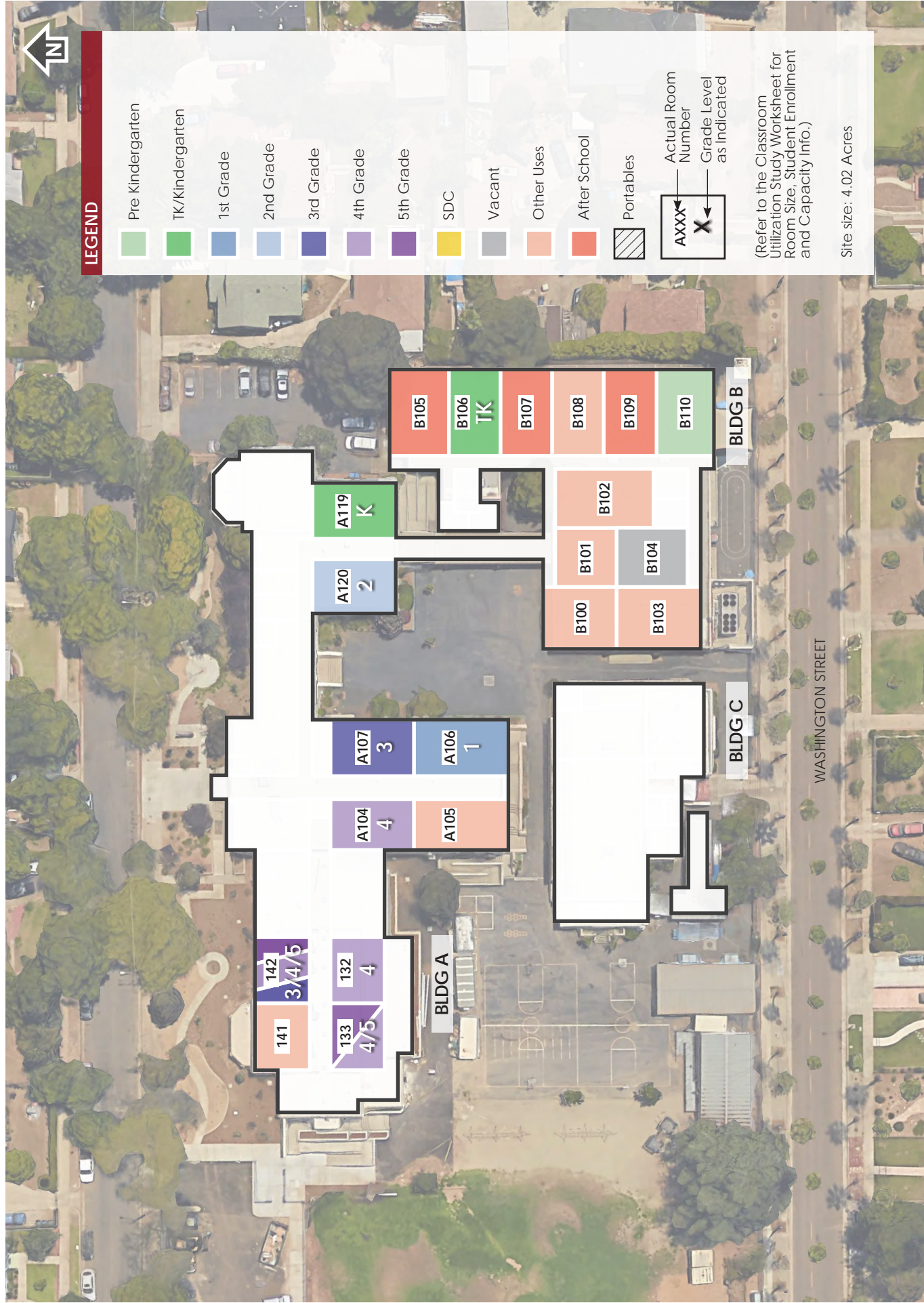
- Prekindergarten 18-24 Student Capacity*
- Kindergarten - Grade 3 24 Student Capacity
- Grades 4 - 5 32 Student Capacity
- Grades 6 - 8 29 Student Capacity
- Grades 9 - 12 30 Student Capacity
- Special Education Elementary 10 Student Capacity
- Special Education Secondary 15 Student Capacity

*All Pre-K programs have a morning and afternoon program. Since only one classroom is being utilized, the capacity is designated as a single session.

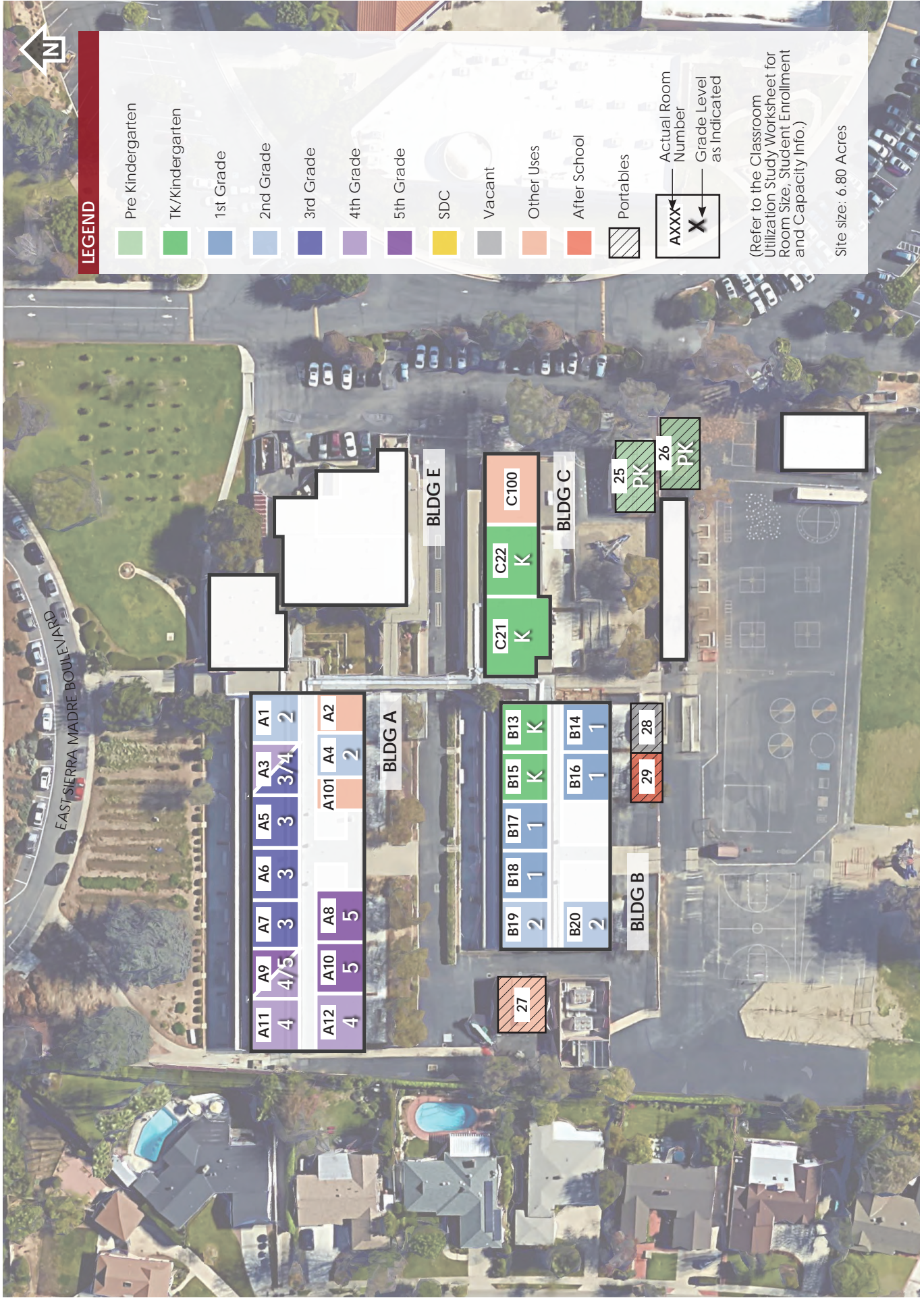
The California Department of Education (CDE) establishes standards for school sites pursuant to Education Code Section 17251 which are contained in the California Code of Regulations, Title 5, Section 14001. The following CDE loading standards are used in this study to assist the District in evaluating their existing classroom facilities with current standard classroom sizes as well as classroom loading:

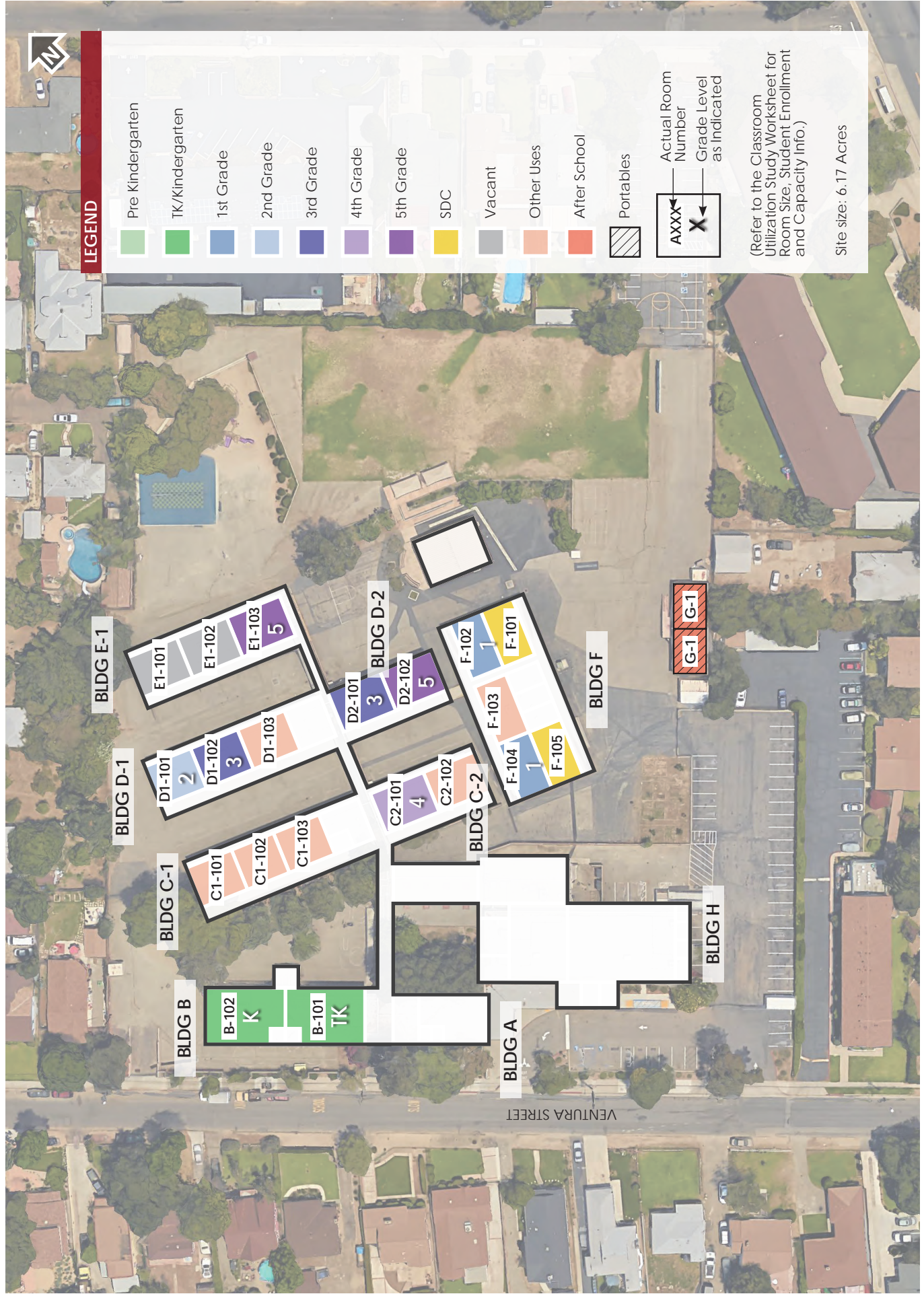
- Kindergarten - Grade 6 25 Student Capacity
- Grades 7 - 8 27 Student Capacity
- Grades 9 - 12 27 Student Capacity
- Special Education Non-Severe 13 Student Capacity
- Special Education Severe 9 Student Capacity

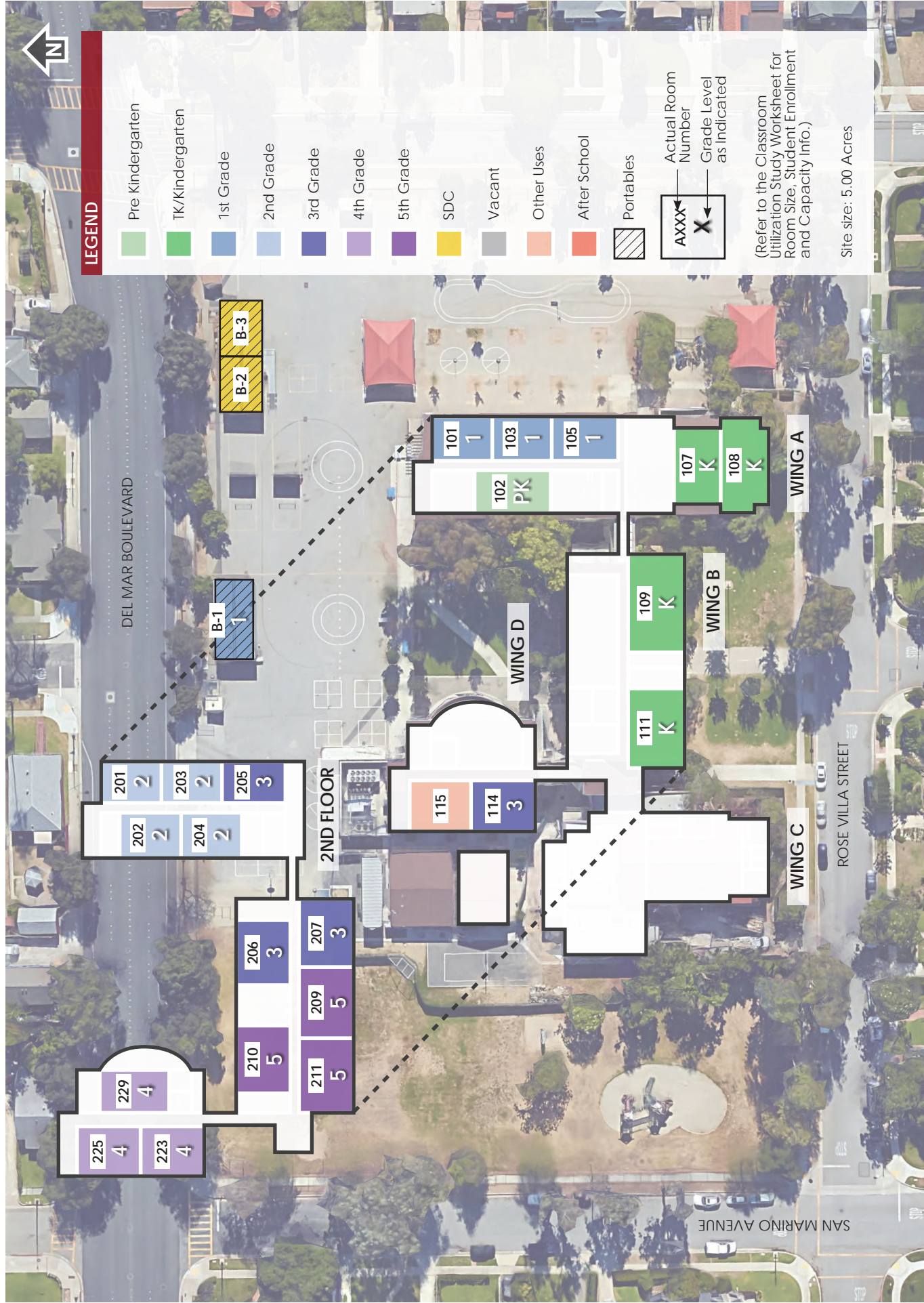


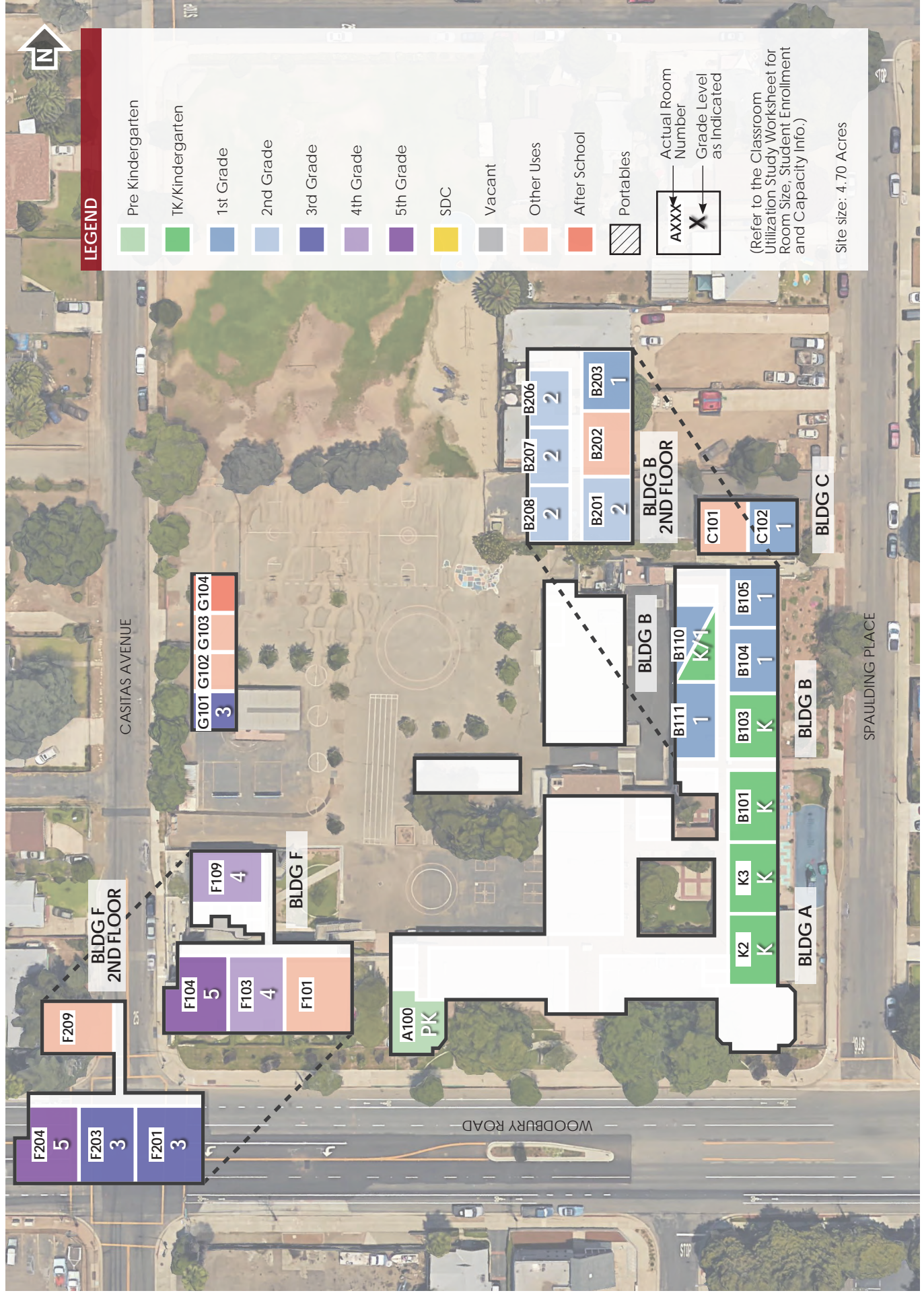


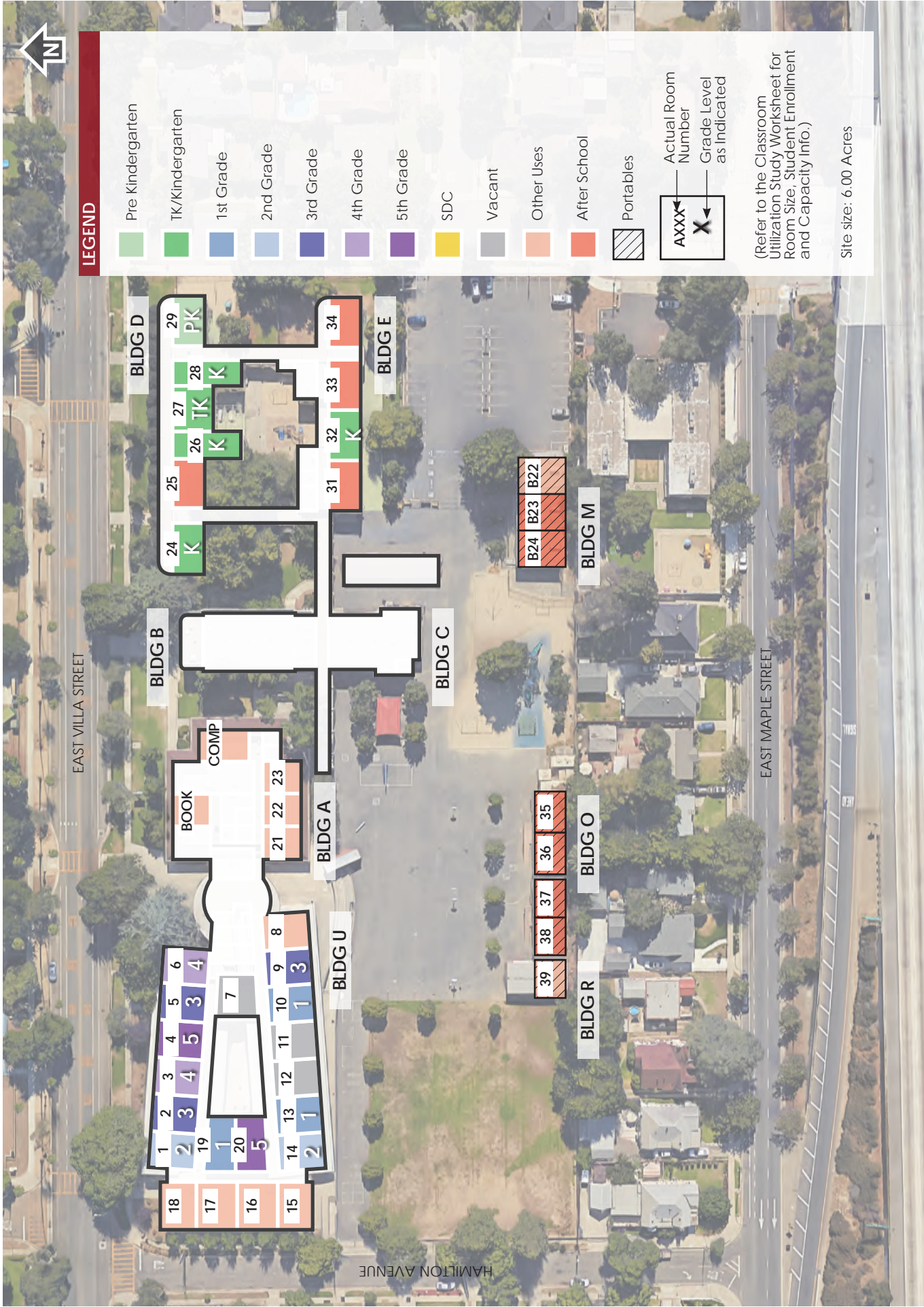


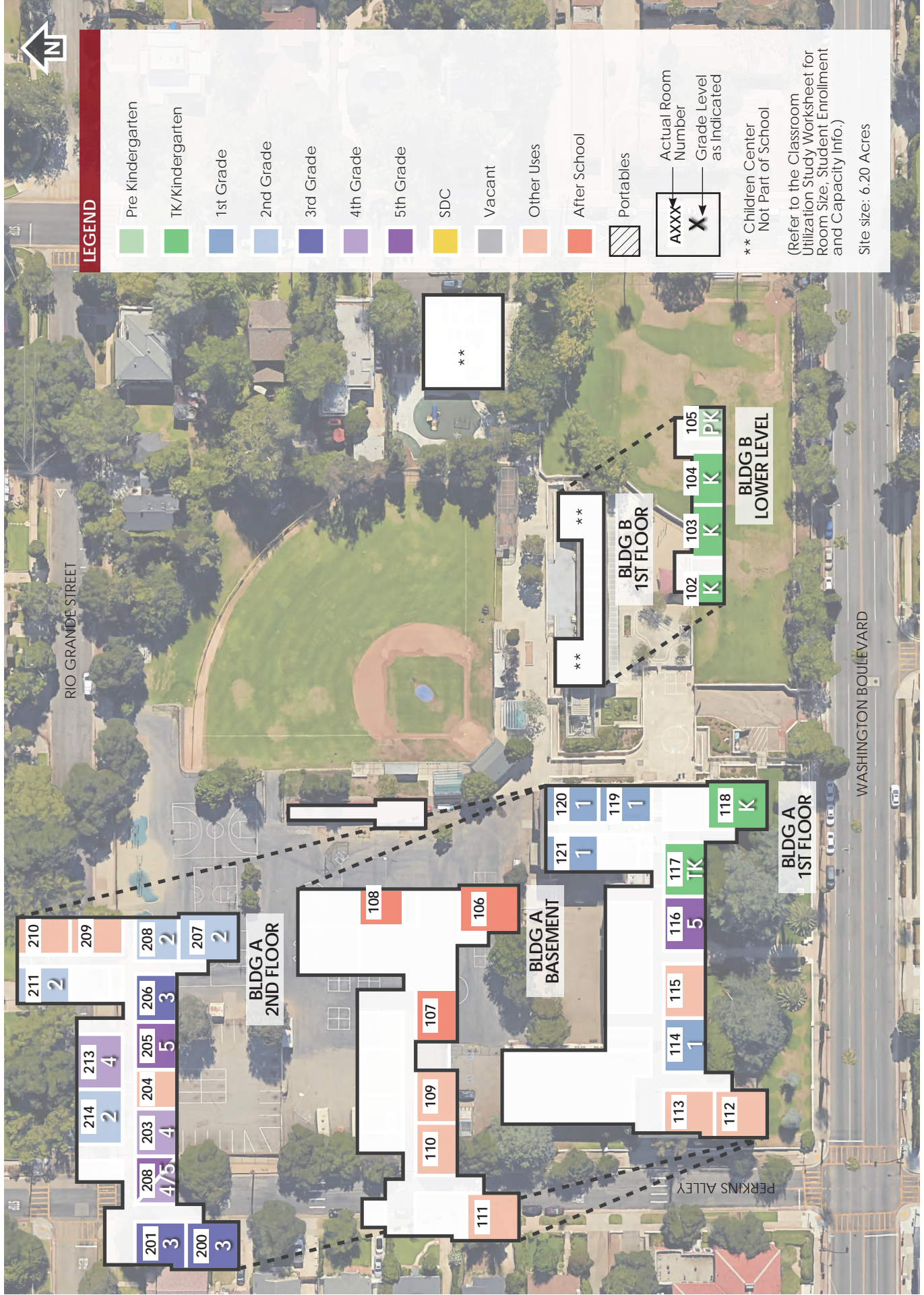


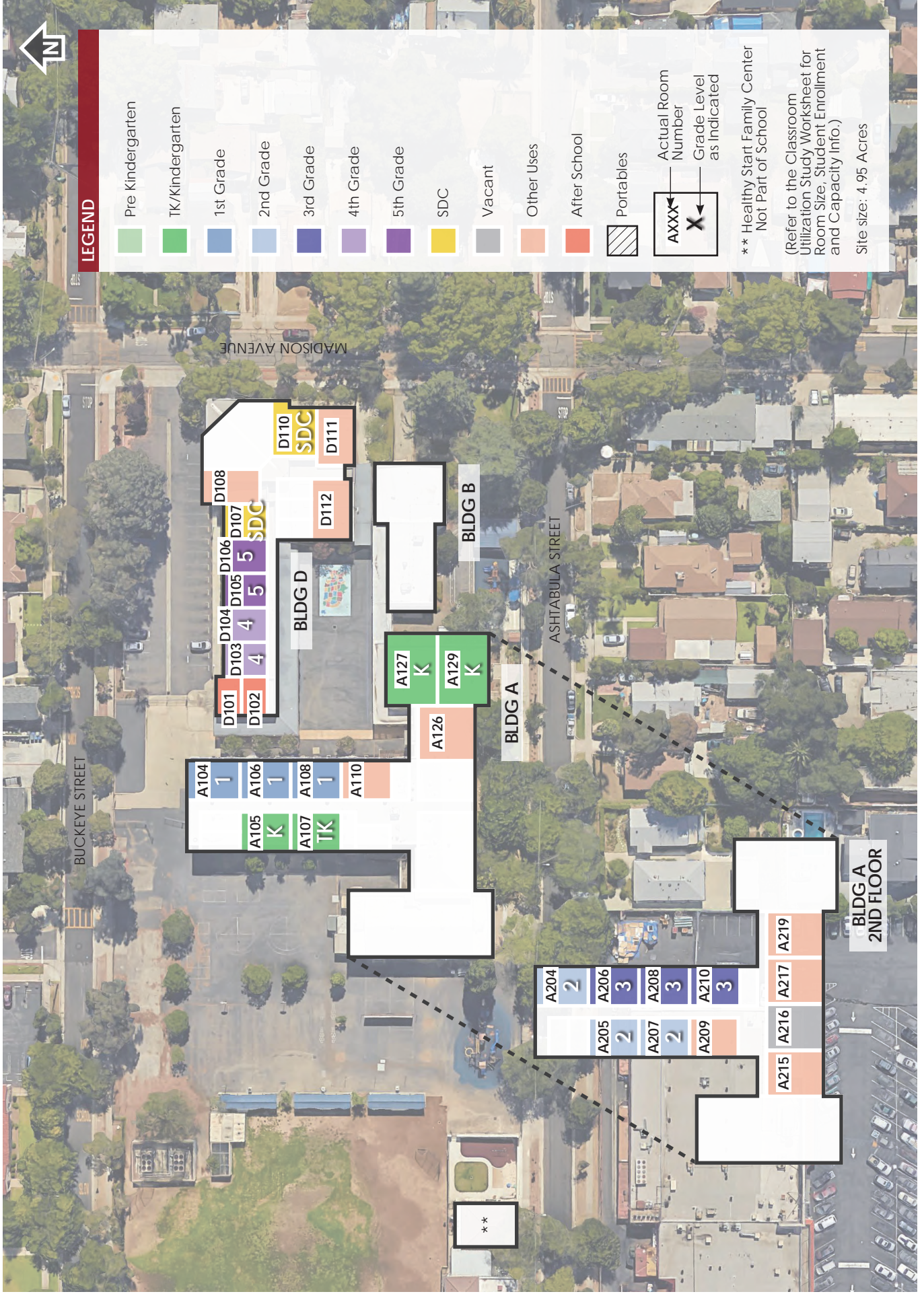






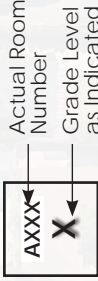






LEGEND

- Pre Kindergarten
- TK/Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- SDC
- Vacant
- Other Uses
- After School
- Portables



** Healthy Start Family Center
Not Part of School

(Refer to the Classroom
Utilization Study Worksheet for
Room Size, Student Enrollment
and Capacity Info.)

Site size: 4.95 Acres

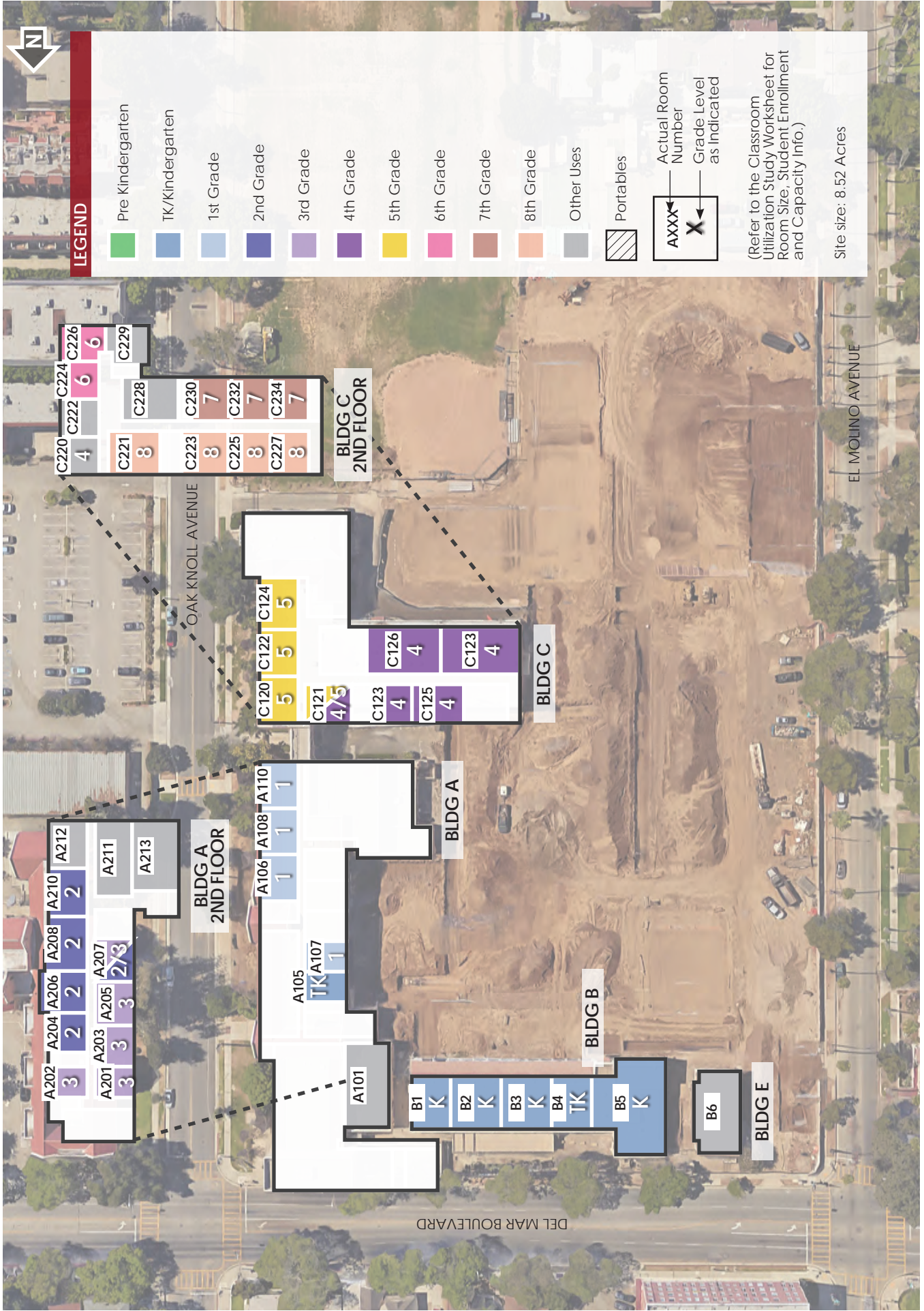


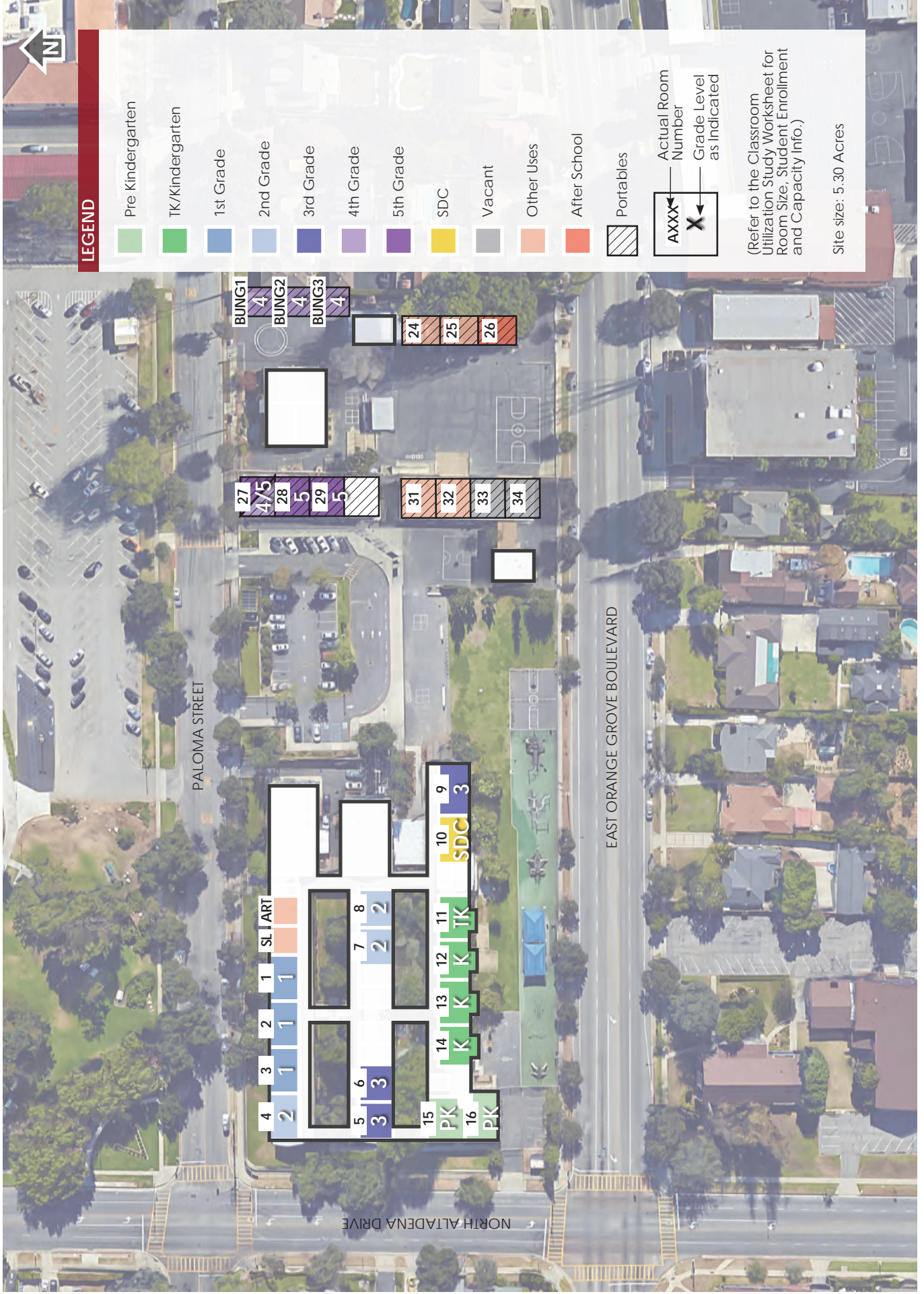
Classroom Utilization Study for Mckinley Elementary K-8

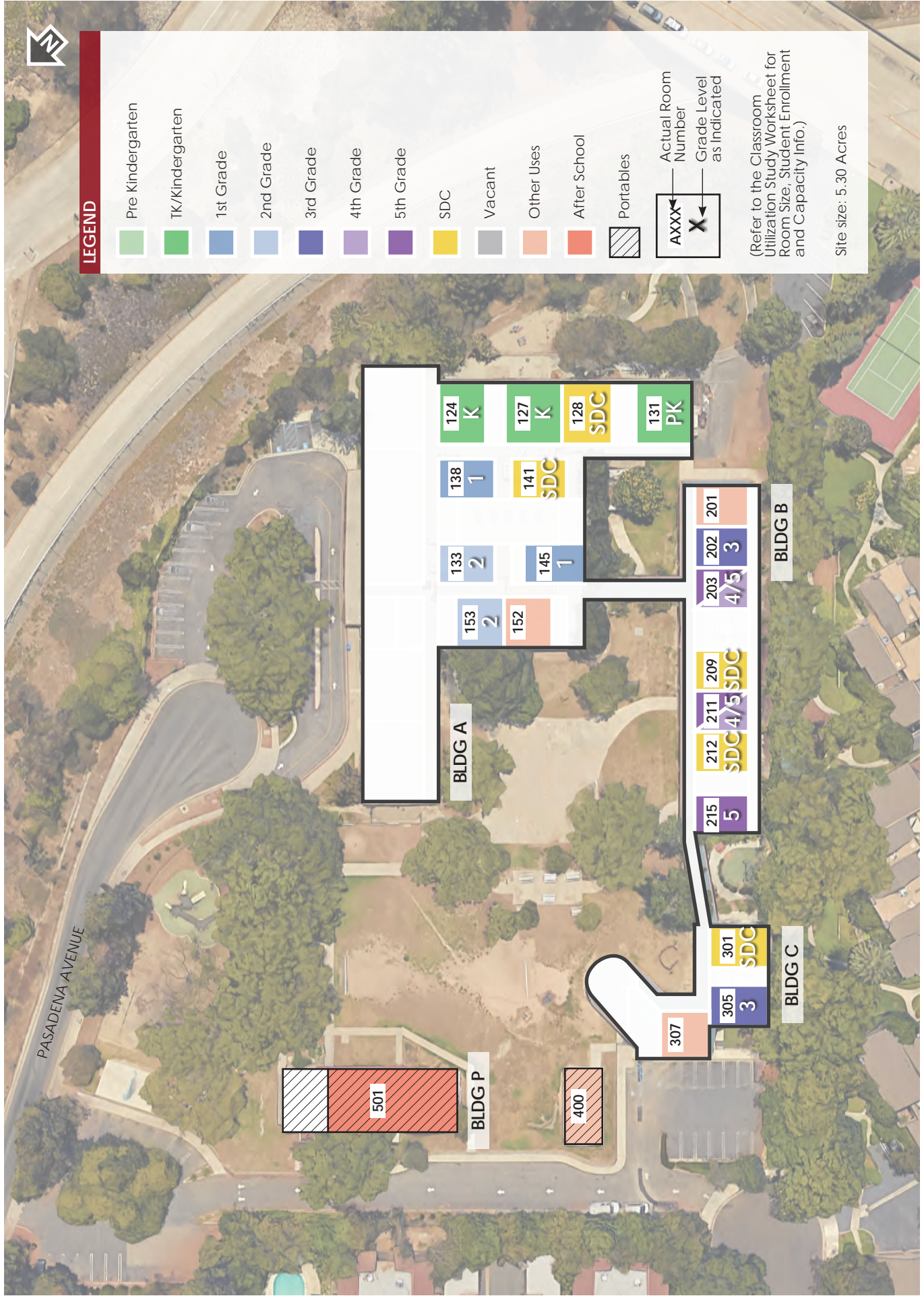
Existing Classrooms / Capacity

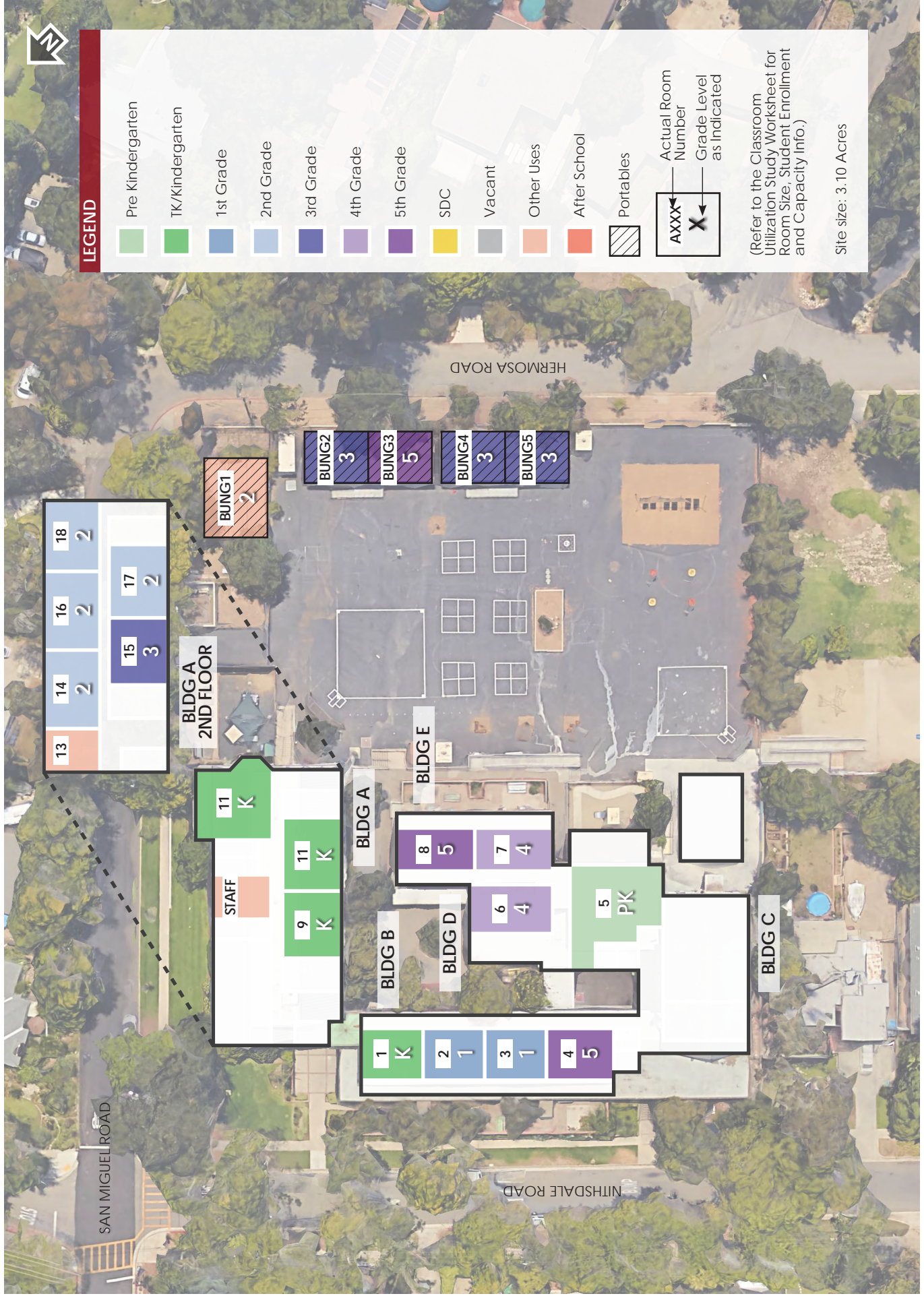
(Refer to Existing Classroom Study Campus Plan for locations of indicated spaces)

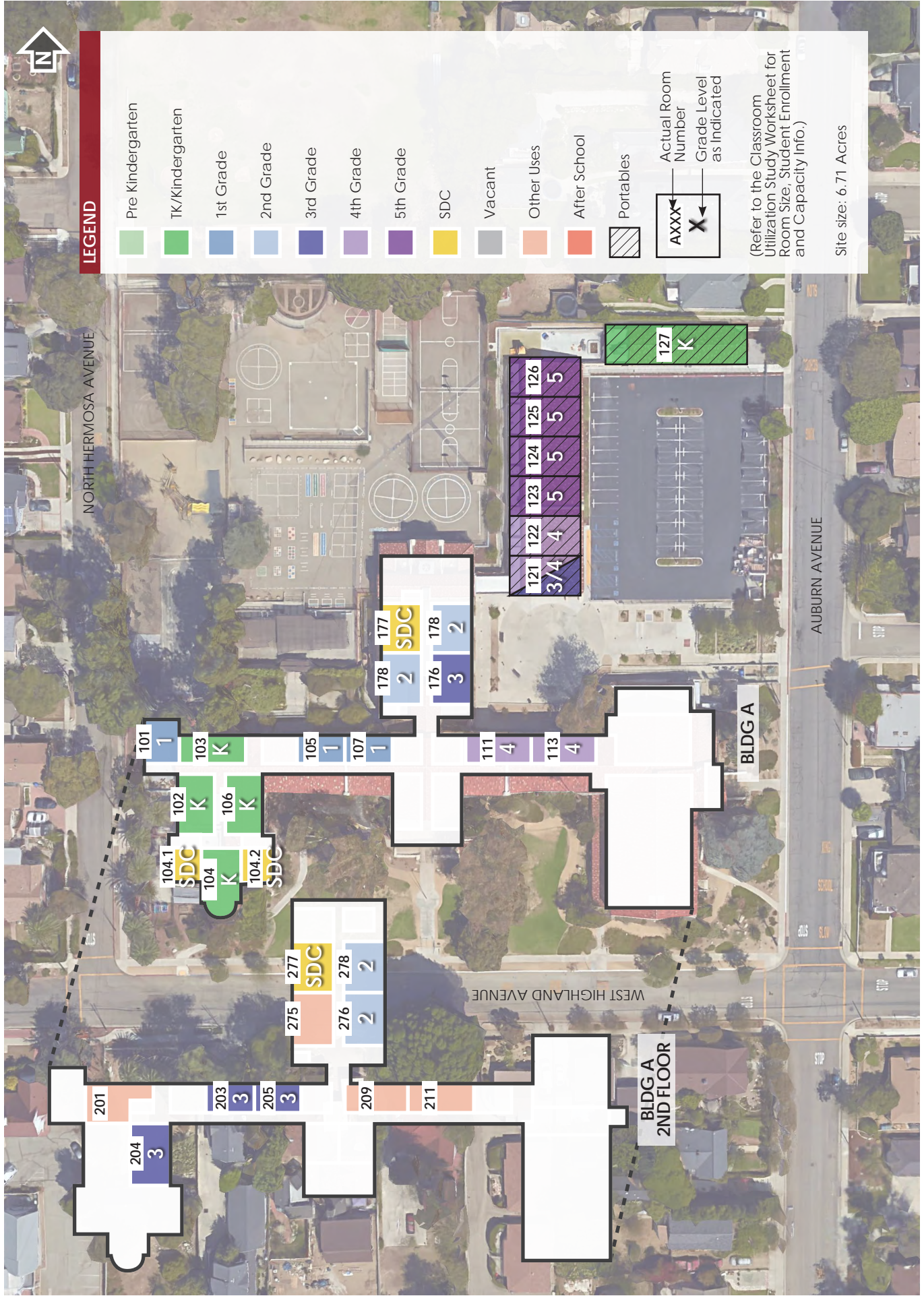
Grade Level	# Perm CRs	Room #	Room SF	# Portable CRs	Room #	Room SF	2015-16 Enrollment	PUSD Loading Standard	PUSD Capacity	CDE CR Size Standard	CDE Loading Standard	CDE Capacity
Pre K	0							24	0	-	25	0
TK/K	6							24	144	1350 sf *	25	150
		A105	905 sf									
		B1	1188 sf									
		B2	865 sf									
		B3	1742 sf									
		B4	1362 sf									
		B5	1875 sf									
Grades 1-3	13							24	312	960 sf	25	325
		A106	758 sf									
		A107	698 sf									
		A108	756 sf									
		A110	756 sf									
		A201	695 sf									
		A202	695 sf									
		A203	695 sf									
		A204	768 sf									
		A205	695 sf									
		A206	877 sf									
		A207	695 sf									
		A208	770 sf									
		A210	770 sf									
Grades 4-5	8							32	256	960 sf	25	200
		C120	930 sf									
		C121	762 sf									
		C122	865 sf									
		C123	762 sf									
		C124	672 sf									
		C125	762 sf									
		C126	1050sf									
		C128	1072 sf									
Grades 6-8	13							29	377	960 sf	27	351
		D131	1411 sf									
		D132	1411 sf									
		D133	1408 sf									
		D134	1408 sf									
		C221	941 sf									
		C223	765 sf									
		C224	688 sf									
		C225	675 sf									
		C226	688 sf									
		C227	710 sf									
		C230	682 sf									
		C232	682 sf									
		C234	682 sf									
SDC (Non-Severe)	1	D130	1225 sf					10	10	960 sf	13	13
										* Indicated sf includes restrooms, storage, teacher preparation, wet and dry areas		
Total CRs Utilization	41						924		1099			1039

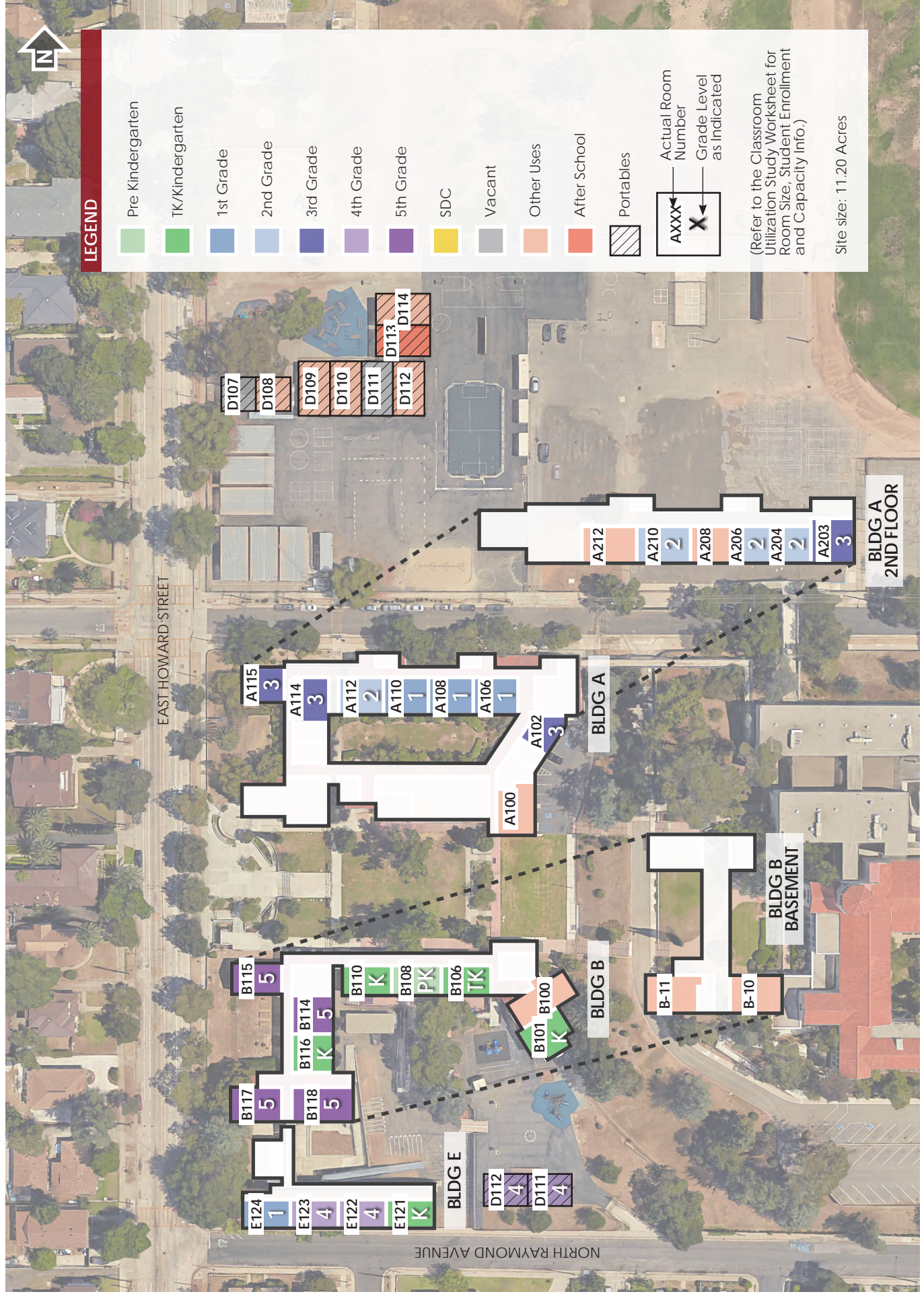


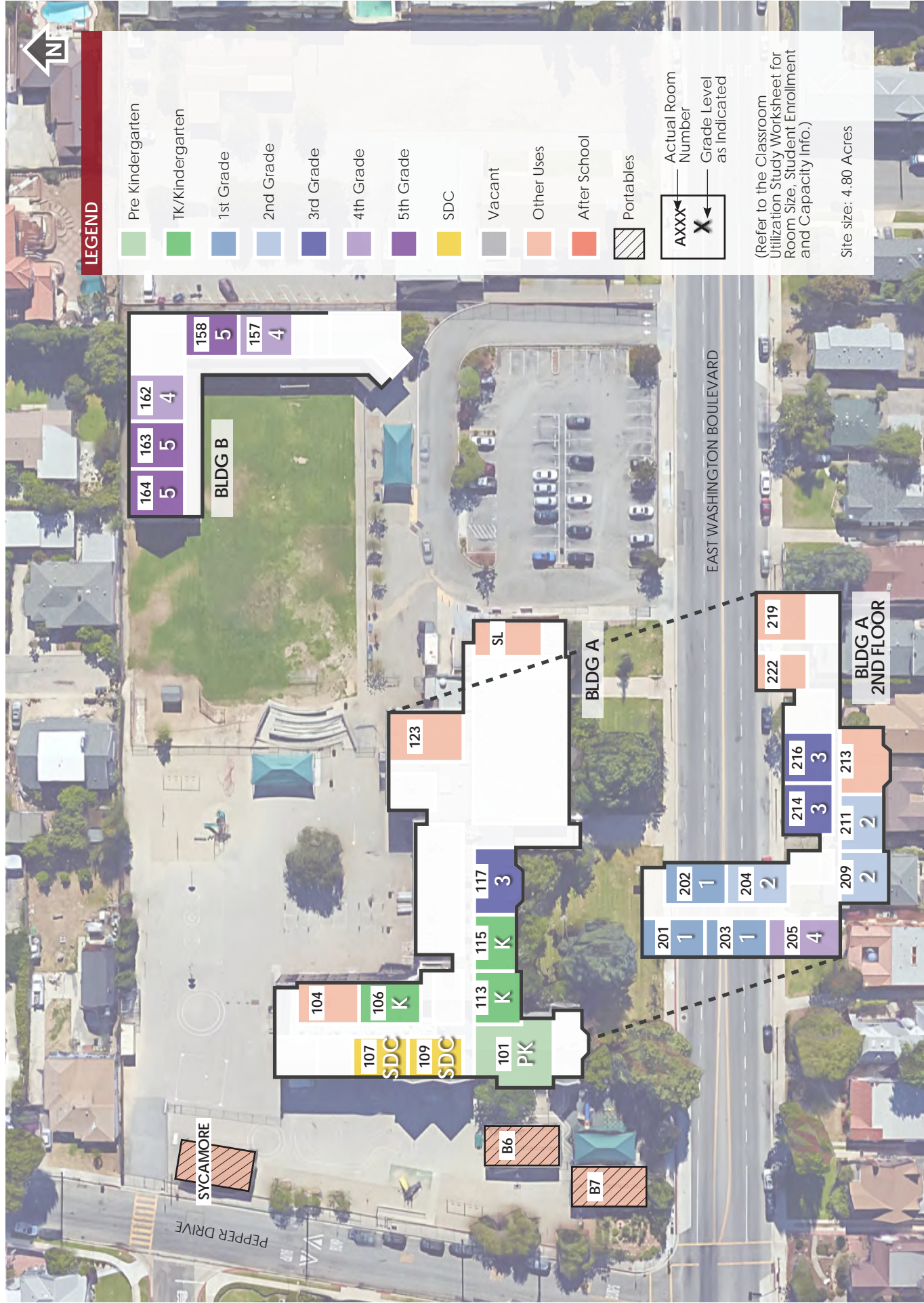


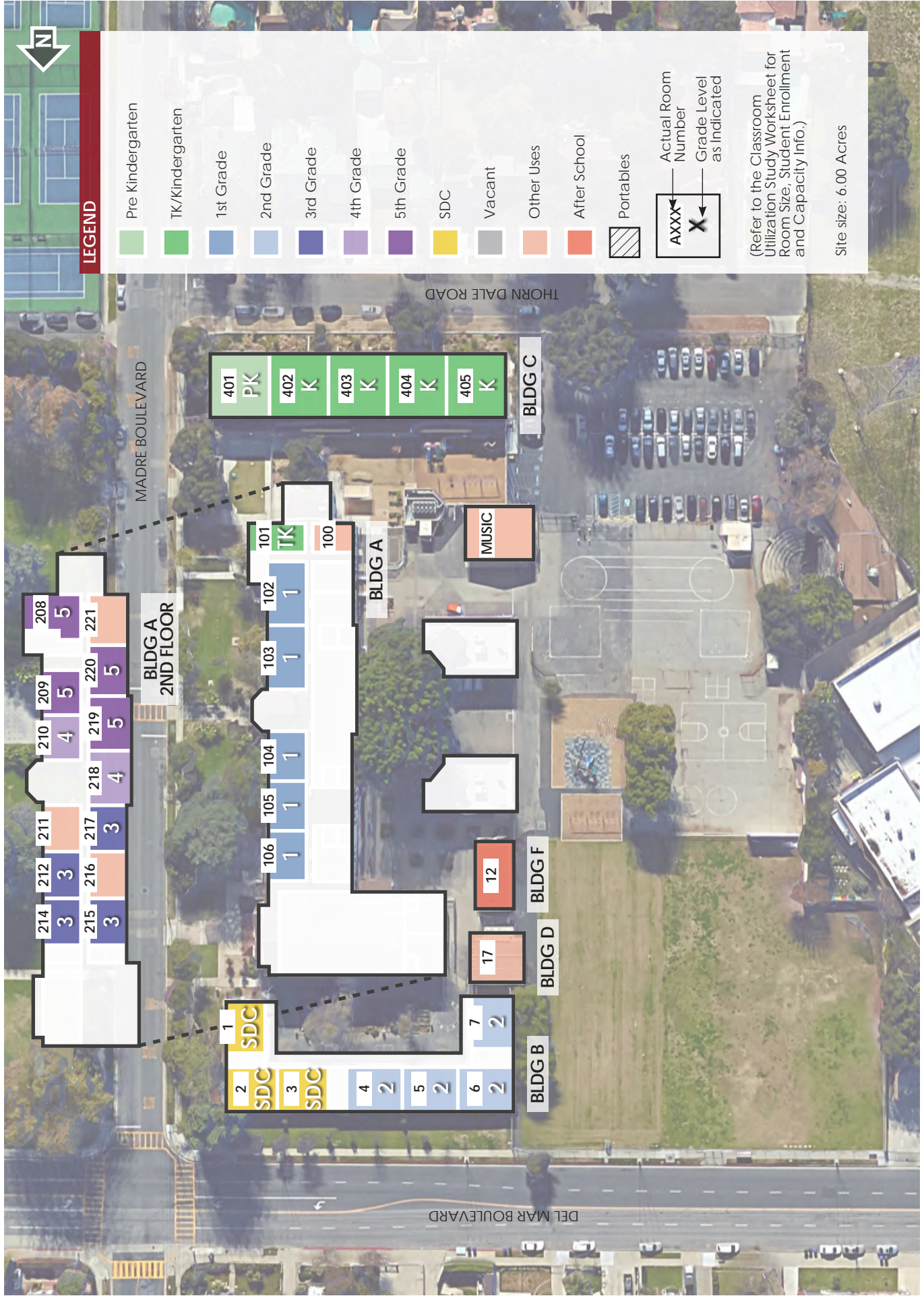


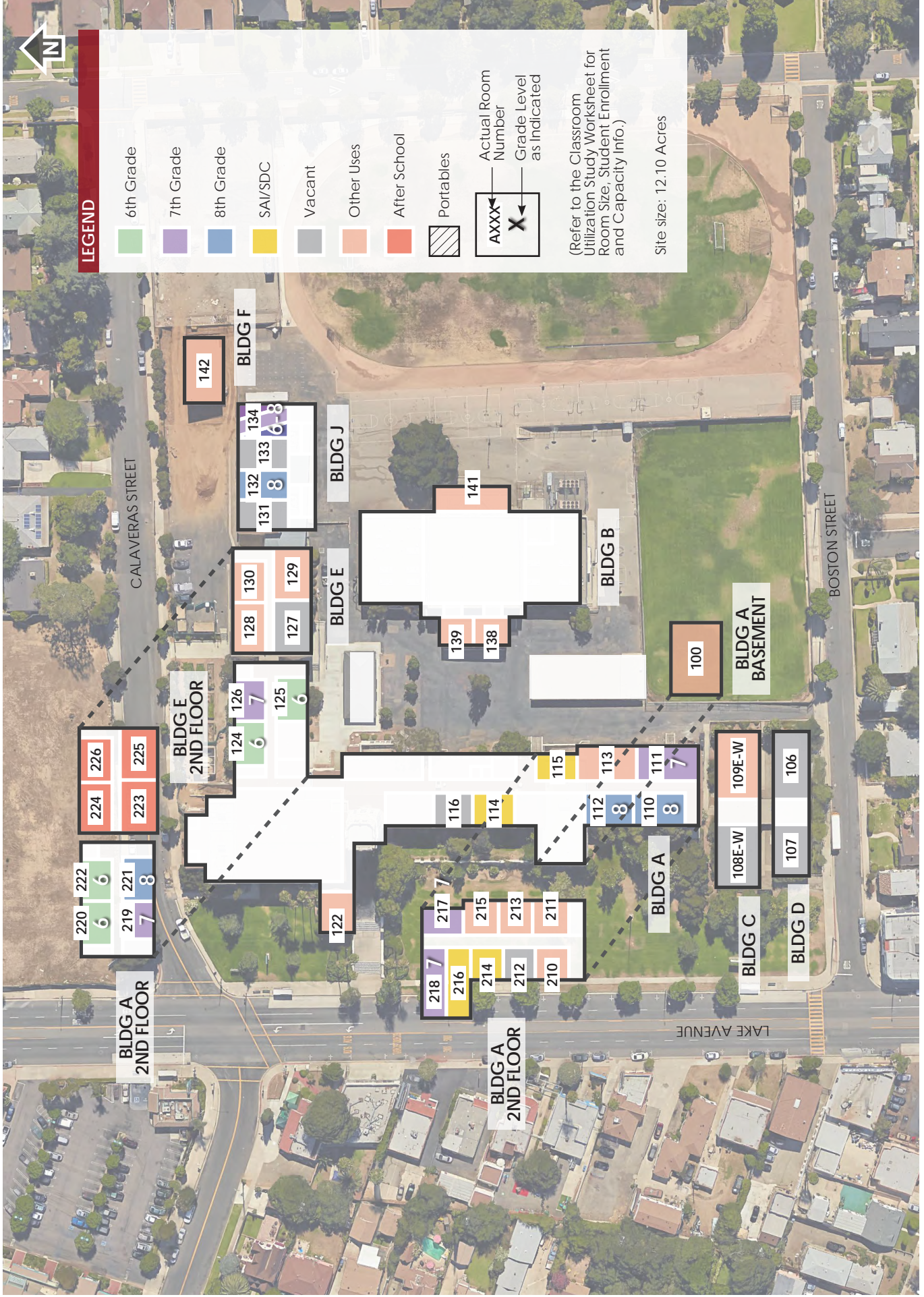


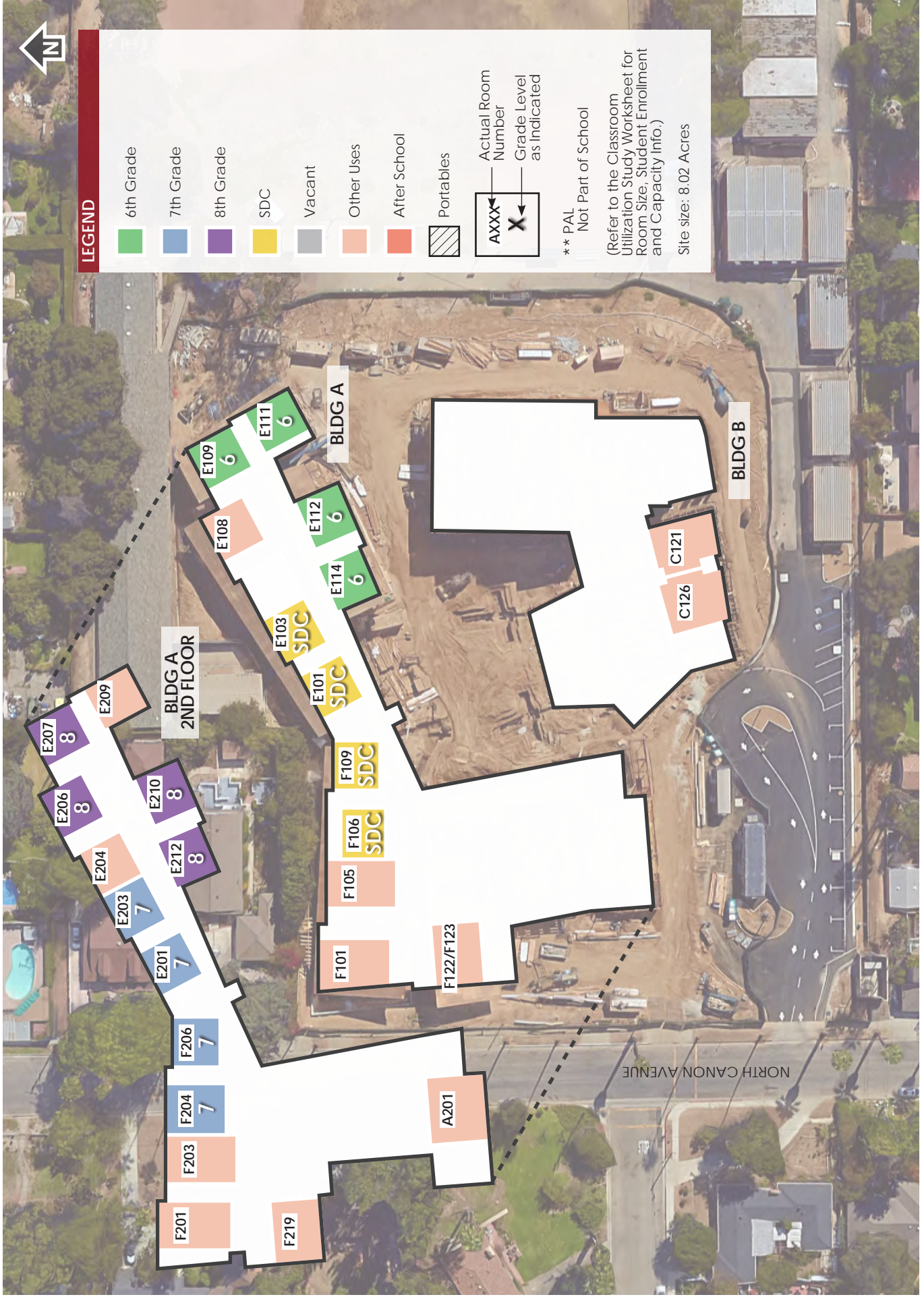


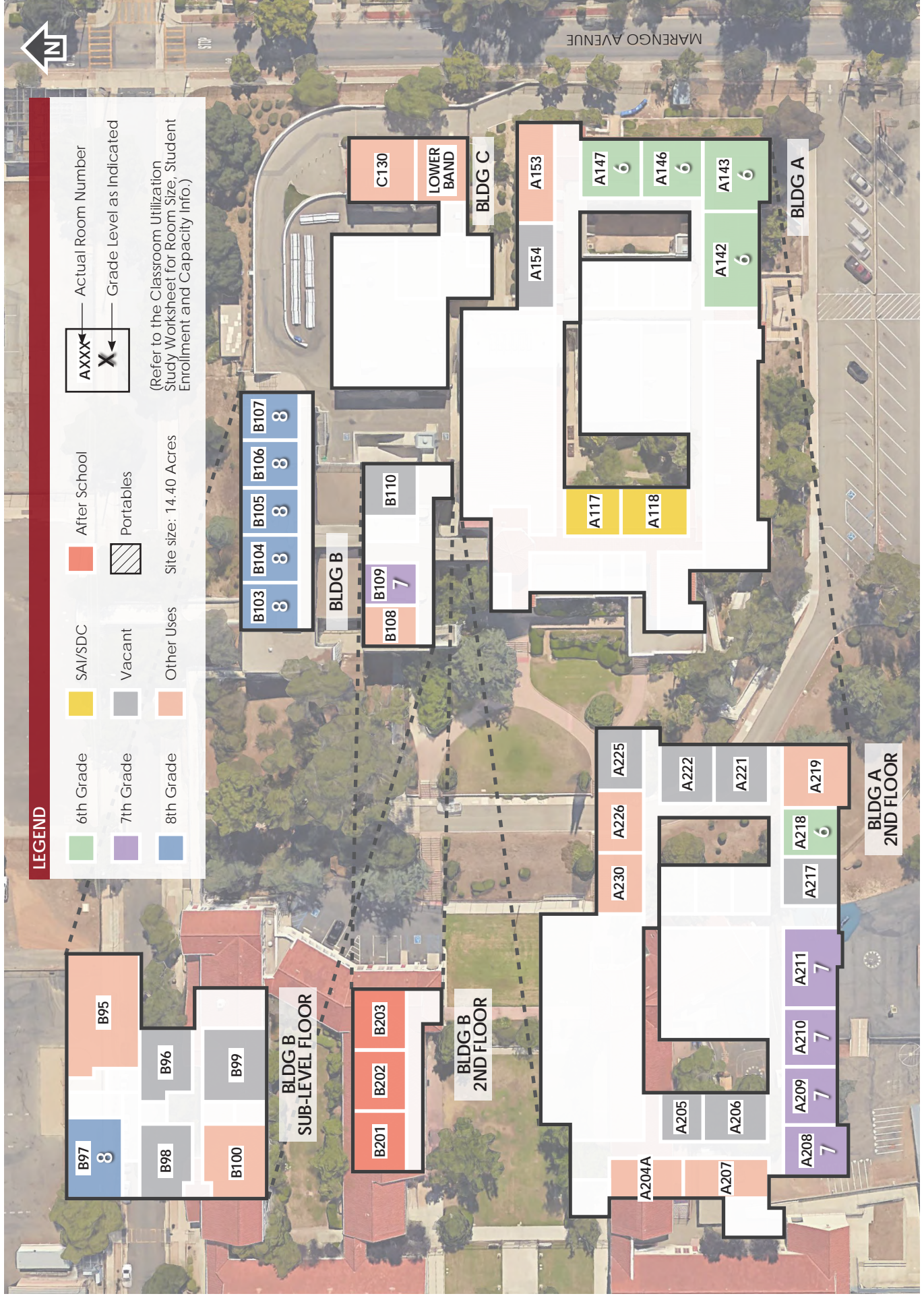


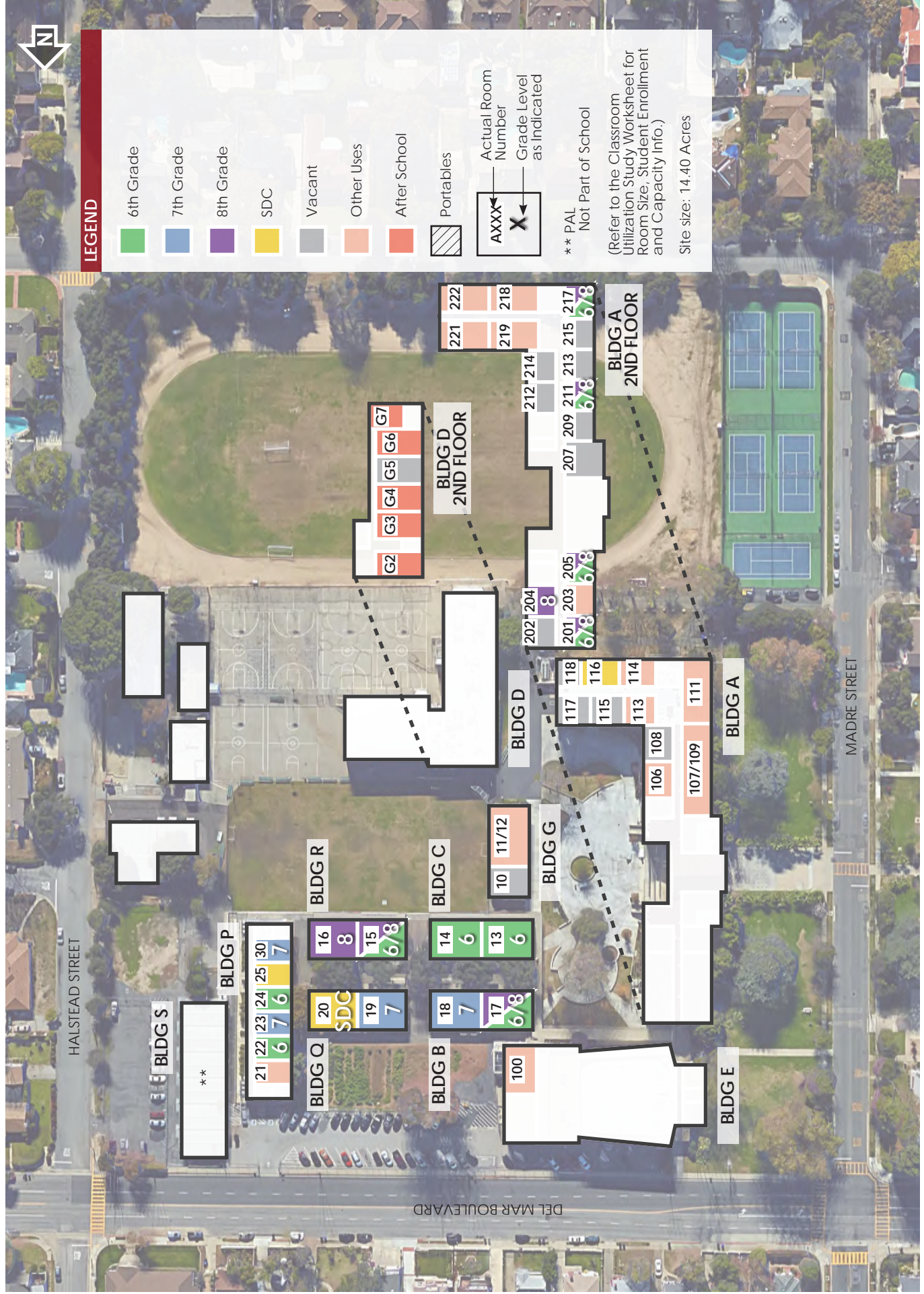


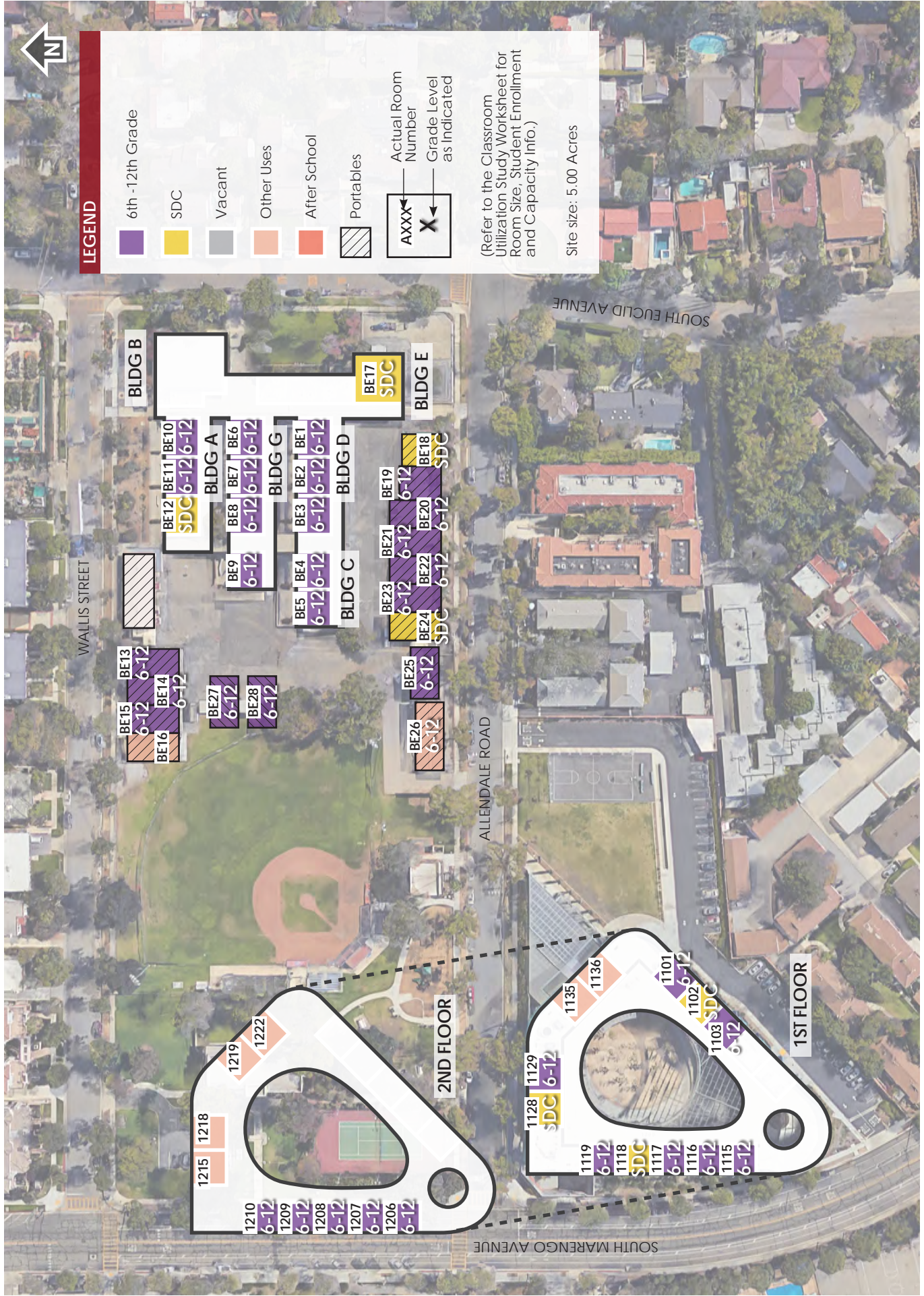


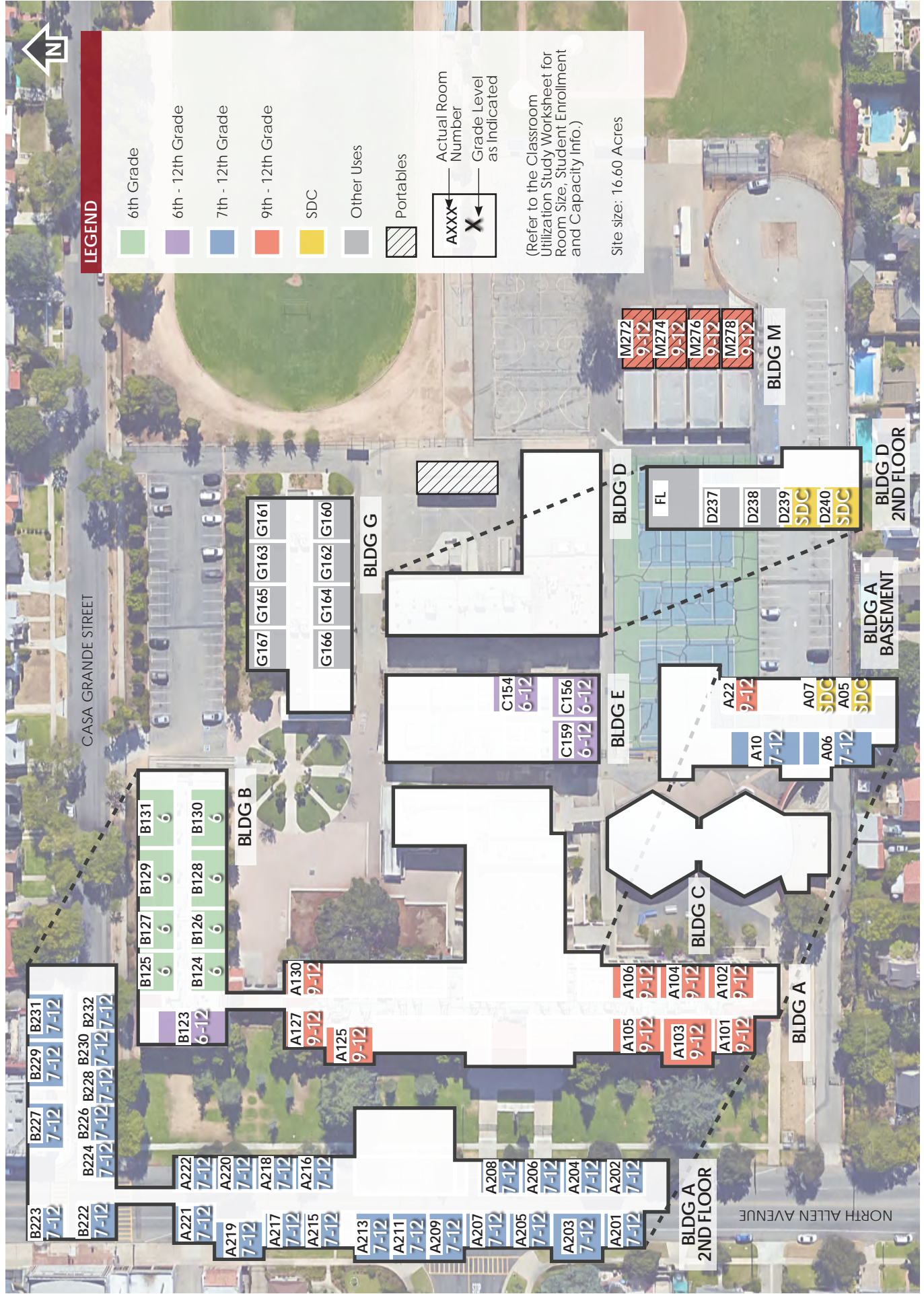












LEGEND

- 6th Grade
- 6th - 12th Grade
- 7th - 12th Grade
- 9th - 12th Grade
- SDC
- Other Uses
- Portables

XXXX Actual Room Number
X Grade Level as Indicated

(Refer to the Classroom Utilization Study Worksheet for Room Size, Student Enrollment and Capacity Info.)

Site size: 16.60 Acres

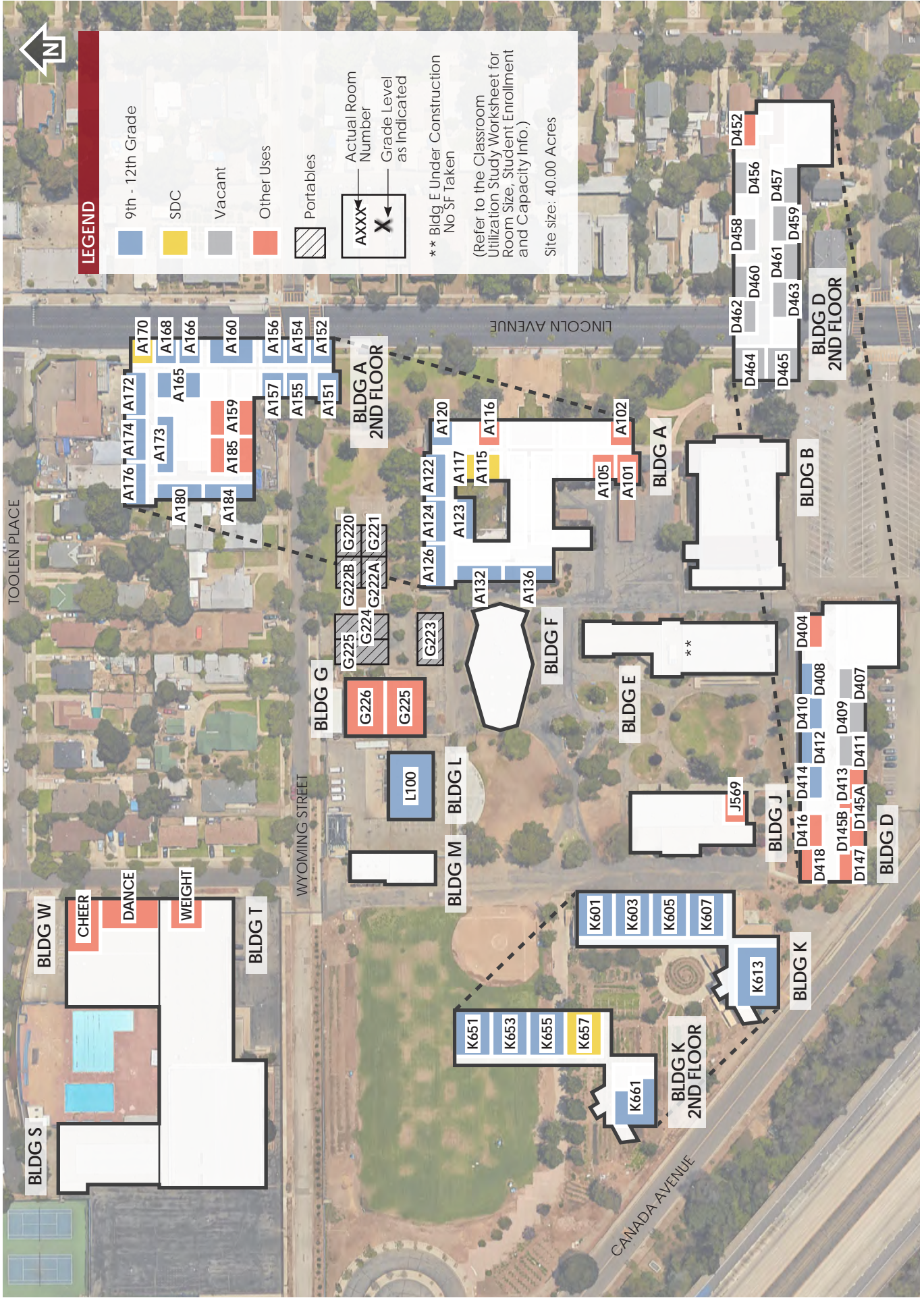


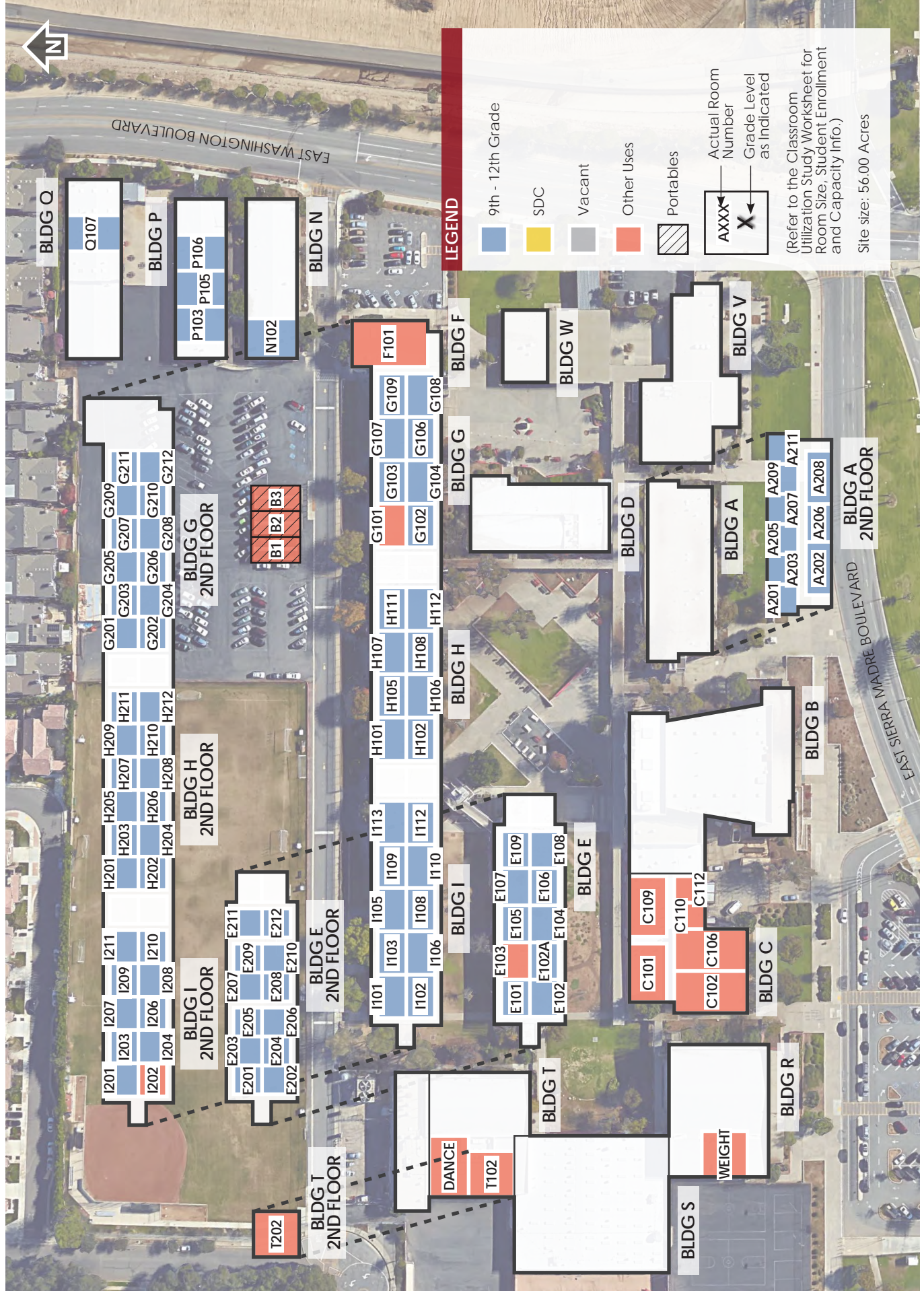
Classroom Utilization Study for Muir High School

Existing Classrooms / Capacity

(Refer to Existing Classroom Study Campus Plan for locations of indicated spaces)

Grade Level	# Perm CRs	Room #	Room SF	# Portable CRs	Room #	Room SF	2015-2016 Enrollment	PUSD Loading Standard	PUSD Capacity	CDE CR Size Standard	CDE Loading Standard	CDE Capacity
Grades 9 thru 12	41							30	1230	960 sf	27	1107
Building A		A120	691 sf									
		A122	914 sf									
		A123	834 sf									
		A124	1212 sf									
		A126	1280 sf									
		A132	1020 sf									
		A136	1039 sf									
		A151	682 sf									
		A152	678 sf									
		A154	688 sf									
		A155	688 sf									
		A156	688 sf									
		A157	675 sf									
		A160	787 sf									
		A165	1120 sf									
		A166	688 sf									
		A168	688 sf									
		A172	925 sf									
		A173	809 sf									
		A174	924 sf									
		A180	878 sf									
		A184	1043 sf									
Building D		D408	982 sf									
		D409	704 sf									
		D410	712 sf									
		D412	710 sf									
		D414	710 sf									
**Building E Under Construction - No SF Taken												
Building K		K601	1279 sf									
		K603	1266 sf									
		K605	1275 sf									
		K607	1270 sf									
		K613	1280 sf									
		K651	1256 sf									
		K653	1242 sf									
		K655	1246 sf									
		K661	1262 sf									
Building L (Auto Shop)		L100	3944 sf									
SDC	4							15	60	960 sf	13	52
(Non-Severe)		A115	692 sf									
(Non-Severe)		A117	608 sf									
(Non-Severe)		A170	688 sf									
(Non-Severe)		K657	1236 sf									
Total CRs Utilization	45						844		1290			1159
Vacant CRs	18	D407	704 sf									
		D411	710 sf									
		D456	695 sf									
		D457	695 sf									
		D458	695 sf									
		D459	695 sf									
		D460	695 sf									
		D461	695 sf									
		D462	695 sf									
		D463	695 sf									
		D464	1102 sf									
		D465	718 sf									
					G220	914 sf						
					G221	914 sf						
					G222A	914 sf						
					G222B	914 sf						
					G224	914 sf						
					G225	914 sf						





LEGEND

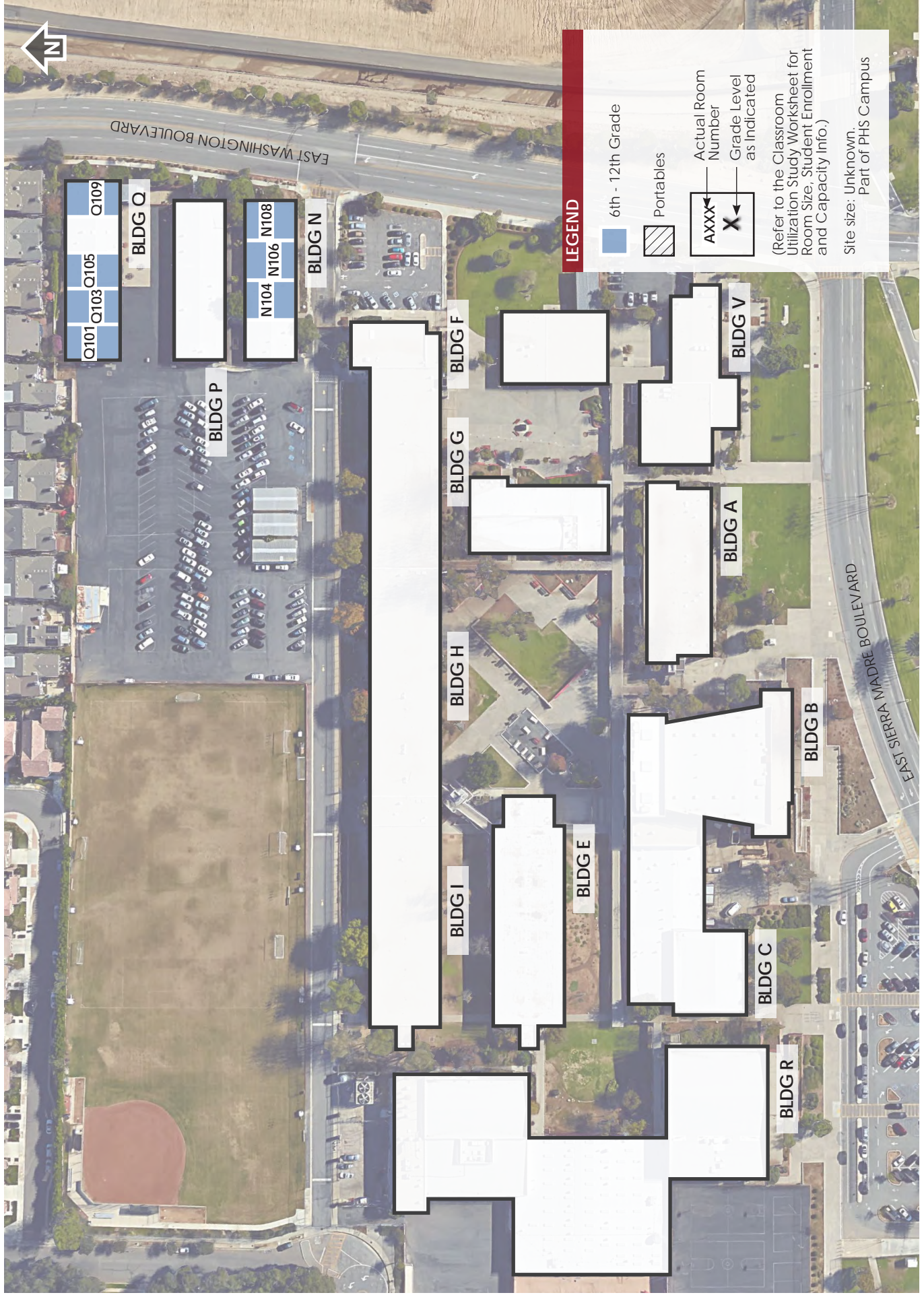
- 9th - 12th Grade
- SDC
- Vacant
- Other Uses
- Portables

XXXX Actual Room Number
X Grade Level as indicated

(Refer to the Classroom Utilization Study Worksheet for Room Size, Student Enrollment and Capacity Info.)

Site size: 56.00 Acres







SUMMARY
Classroom Utilization/Capacity Study

PUSD Schools	2015-16 Enrollment	PUSD Capacity	CDE Capacity
Elementary Schools (18)			
Altadena (K-5)	308	386	363
Cleveland (K-5)	184	272	250
Don Benito Fundamental (K-5)	602	620	588
Eugene Field (K-5)	481	592	575
Franklin (K-5)	258	284	276
Hamilton (K-5)	576	620	601
Jackson STEM Dual Language Magnet Academy (K-5)	504	536	525
Jefferson (K-5)	384	464	450
Longfellow (K-5)	525	568	550
Madison (K-5)	474	460	451
Mckinley (K-8)	924	1,099	1,039
Norma Coombs (K-5)	464	530	513
Roosevelt (K-5)	338	362	365
San Rafael (K-5)	449	520	500
Sierra Madre (K-5)	668	680	652
Washington STEM Magnet (K-5)	600	624	600
Webster (K-5)	451	524	501
Willard (K-5)	644	678	664
Total All Elementary Schools	8,834	9,819	9,463
Middle Schools (4)			
Eliot Arts Magnet Academy	428	466	418
Sierra Madre	447	437	393
Washington STEAM Magnet Academy	520	494	448
Wilson	528	509	463
Total All Middle Schools	1,923	1,906	1,722
6-12 Schools (2)			
Blair School	990	1,260	1131
Marshall Fundamental School	1,945	1,762	1575
Total All 6-12 Schools	2,935	3,022	2,706
High Schools (2)			
John Muir High School	844	1,290	1159
Pasadena High School	1,792	2,685	2416
Total All High Schools	2,636	3,975	3,575
Alternative School Sites (2)			
CIS Academy (at PHS)	242	210	189
Rose City Continuation HS	305	255	229
Total All Alternative Schools	547	465	418
GRAND TOTAL ALL SCHOOLS (28)			
	16,875	19,187	17,884

2016-17 Unduplicated Enrollment Count

Data Update: 10/18/2016 9:25

PALS, Focus Point, Home Teaching, NPS Excluded

School	Current Grade														Grand Total
	TK	0	1	2	3	4	5	6	7	8	9	10	11	12	
Altadena		30	39	36	33	54	64								256
Blair								182	147	139	142	182	161	132	1085
CIS Academy								2		3	9	17	37	122	190
Cleveland	18	27	18	24	25	34	38								184
Don Benito		101	101	107	108	104	101								622
Eliot								154	122	149					425
Field		95	80	88	95	74	65								497
Franklin	18	28	41	29	41	36	48								241
Hamilton		89	110	98	98	104	99								598
Jackson		117	118	103	90	67	51								546
Jefferson	22	89	57	43	65	57	65								398
Longfellow	24	75	83	89	71	88	84								514
Madison	20	69	76	70	68	79	68								450
Marshall								276	306	309	315	326	229	251	2012
Mckinley Elem	48	87	101	98	105	118	113								670
Mckinley Mid								126	118	113					357
Muir HS											234	249	201	188	872
Pasadena HS											418	442	479	428	1767
Roosevelt		44	64	50	55	44	56								313
Rose City													44	144	188
San Rafael		92	74	70	96	66	70								468
Sierra Madre Elem		105	94	94	117	116	120								646
Sierra Madre Mid								174	162	146					482
Washington Elem	24	90	81	100	96	84	99								574
Washington Mid								178	176	172					526
Webster		70	82	59	73	83	74								441
Willard	16	98	108	89	102	104	84								601
Wilson								184	178	175					537
Norma Coombs	22	62	71	62	72	76	78								443
Grand Total	212	1368	1398	1309	1410	1388	1377	1276	1209	1206	1118	1216	1151	1265	16903

2016-17 Enrollment Count for PALS, Focus Point and Home Teaching

Data Update: 10/18/2016 9:25

Grade 16 = Infant, 18=Adult

School	Current Grade														Grand Total
	PreK	0	3	4	5	6	7	8	9	10	11	12	16	18	
Focus Point			3	3	5	4	6	8	10	13	9	10			71
Home Teaching	1	3	1	2	1	1		4		1	1		1		16
PALS												2		42	44
Grand Total	1	3	4	5	6	5	6	12	10	14	10	12	1	42	131

Grand Total

17,034