

**PASADENA UNIFIED SCHOOL DISTRICT**  
**MASTER PLANNING COMMITTEE MEETING**

June 3, 2019 at 4:00

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.

	<b>Topic/Subject</b>	<b>Who (leader)</b>	<b>Time</b>	<b>Outcome</b>
1.	<b>Call to Order/Welcome/Agenda Review</b>	Chair	1 min.	
2.	<b>Public Comment</b>	Members of the Public	5 min.	Views of the public are heard.
3.	<b>Approval of Minutes from 5/20/19</b>	Chair	5 min.	Approved minutes with any corrections needed.
4.	<b>Brief Updates:</b> <ul style="list-style-type: none"> <li>- <b>Factors update</b></li> <li>- <b>Principal outreach</b></li> <li>- <b>Base/Core Program</b></li> </ul>	Committee	20 min.	Updated understanding of status of each area and next steps.
5.	<b>Review High School Pros/Cons first draft</b>	Committee	30 min.	Using capacity and enrollment projection, confirm which scenarios are viable. Weigh in on method to sort and validate pros/cons.
6.	<b>Narrow down Middle School and Elementary Scenarios</b>	Committee	30 min.	Using capacity and enrollment projection, confirm which scenarios are viable.
7.	<b>Next Meeting dates: ?</b>			Discuss meeting with ELT (Executive Staff) on 6/18 and canceling 6/17 meeting. Also, with vacations schedule next one or two meetings.
	<b>Adjournment</b>			

**May 20, 2019**

**Master Plan/Boundary Subcommittee Minutes**

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

**Staff:** Dr. Leslie Barnes

**Call to Order:** Chair Kim Kenne at 3:40 pm

**Public Comment:**

Nancy Dufford – Parent communications

Margaret Lee – Enrollment in middle schools

**Approval of Minutes:** The minutes of May 20, 2019, were approved. Ms. Bailey moved and Mr. Cahalan seconded.

**DISCUSSION:**

Brief Updates:

- ***Factors Update***  
More discussion with full board consensus is agendaized for the May 23 board meeting.
- ***Subgroup Variances***  
Ms. Kenne noted that two subgroups (Asian and Filipino) are now combined on all reports and a report for SY 2009-10 has been added to see change over time. Over time, there has been an increase in diversity. Mr. Cahalan asked if open enrollment policies affect integration positively or negatively as choice could contribute to self-segregation. Ms. Kenne stated that choice could also be used to mitigate segregation. Ms. Bailey explained that the closure of Cleveland was due to its lack of programs, not the neighborhood.
- ***Capacity Summary***  
Mr. Cahalan suggested that 85% of max capacity could be used rather than 90% to account for other uncertainties. Ms. Bailey suggested getting thorough information from each principal. Principal of Muir Lawton Gray commented that capacity should be based on students, not classrooms.
- ***Projection Summary***  
Ms. Kenne provided a graph showing district-wide enrollment and projections previously provided, but in a different format to be used for factual data. CBO Barnes will review staffing numbers. Ms. Kenne stated that there are two parts to the facilities master plan – the state of the site and its needs as well as the district’s need for facilities based on program use.
- ***Email Update***  
The ITS Department is currently setting a central email address for Master Planning up as another way the community can communicate with the committee. Also, checked with ITS about posting non-staff data reports on the PUSD websites, however, all public data must be vetted before posting so that may lead to delays in posting. Another method is desired.

### Review Process Timeline and Communication/Outreach

Ms. Kenne emphasized the need for the subcommittee to stay on track. Mr. Cahalan suggested the subcommittee meet with the Executive Leadership Team in a non-public meeting to review all pros and cons. Ms. Kenne stated that outreach should be in August, not July as most members of the public may be on vacation. Mr. Cahalan suggested having regular town hall meetings with written guidelines that the board policy committee should provide on a priority basis. Plenty of notice must be given to the public. It was suggested to have one meeting in Altadena, two in Pasadena, and one in Sierra Madre. They may have different format. Marshall Secondary School principal Mark Anderson commented that town hall meetings should be held not just for discussion but only for consolidation purposes. Ms. Bailey suggested making informal decisions first, and then going out to the public for input. Perhaps the Master Planning/Boundary Subcommittee meetings can be used for public input. Mr. Cahalan suggested throwing out scenarios that won't work. Ms. Bailey reiterated that principal input is necessary; it is necessary to collaborate and all need confidence in the process before going public. An overall message should go out to all newspapers in a few weeks, per Mr. Cahalan. Ms. Kenne would like information to go out directly after subcommittee meetings and not wait for minutes. Mr. Cahalan suggested town hall meetings after fiscal stability discussions. Ms. Kenne would like to start listing potential budget reductions now, although Ms. Bailey feels this would cause too much anxiety.

### Public Comment:

Matt Ema – Possible garnering of allies at public forums

Bryant Mathews – Criteria for school consolidation

Natasha Mahone – Approach consolidation positively; create vision for the future

Jennifer Higginbotham – Validate factors and school compositions before public forums

Felita Kealing – Form subgroups for discussion and input

Mark Anderson – Transparency can lead to unintended consequences; prepare plan first

Lawton Gray – Decisions should be made based on student need, not parental pressure

Janet Morse – Delete scenario of only one high school

Margaret Lee – Board must take leadership

Bryant Mathews – Need superintendent input

### Core Program and Costs

Both Mr. Cahalan and Ms. Bailey found the information confusing as presented. Ms. Kenne explained that the information shows basis (core) costs versus extra costs so reader can easily see what could be removed. The subcommittee will continue to review.

### Special Programs and Equity

The committee reviewed a comparison of last year's expenditures for high schools. Base and supplemental were broken down. The subcommittee will continue to review. Also provided was secondary staffing scenario comparisons. There is a need for a positive vision for closing schools. The difference between keeping four high schools versus two high schools is \$2m. Equity must be part of the vision.

### Next Meetings

The next meetings are scheduled for June 3 at 4:00 p.m. and June 17 at 3:30 p.m.

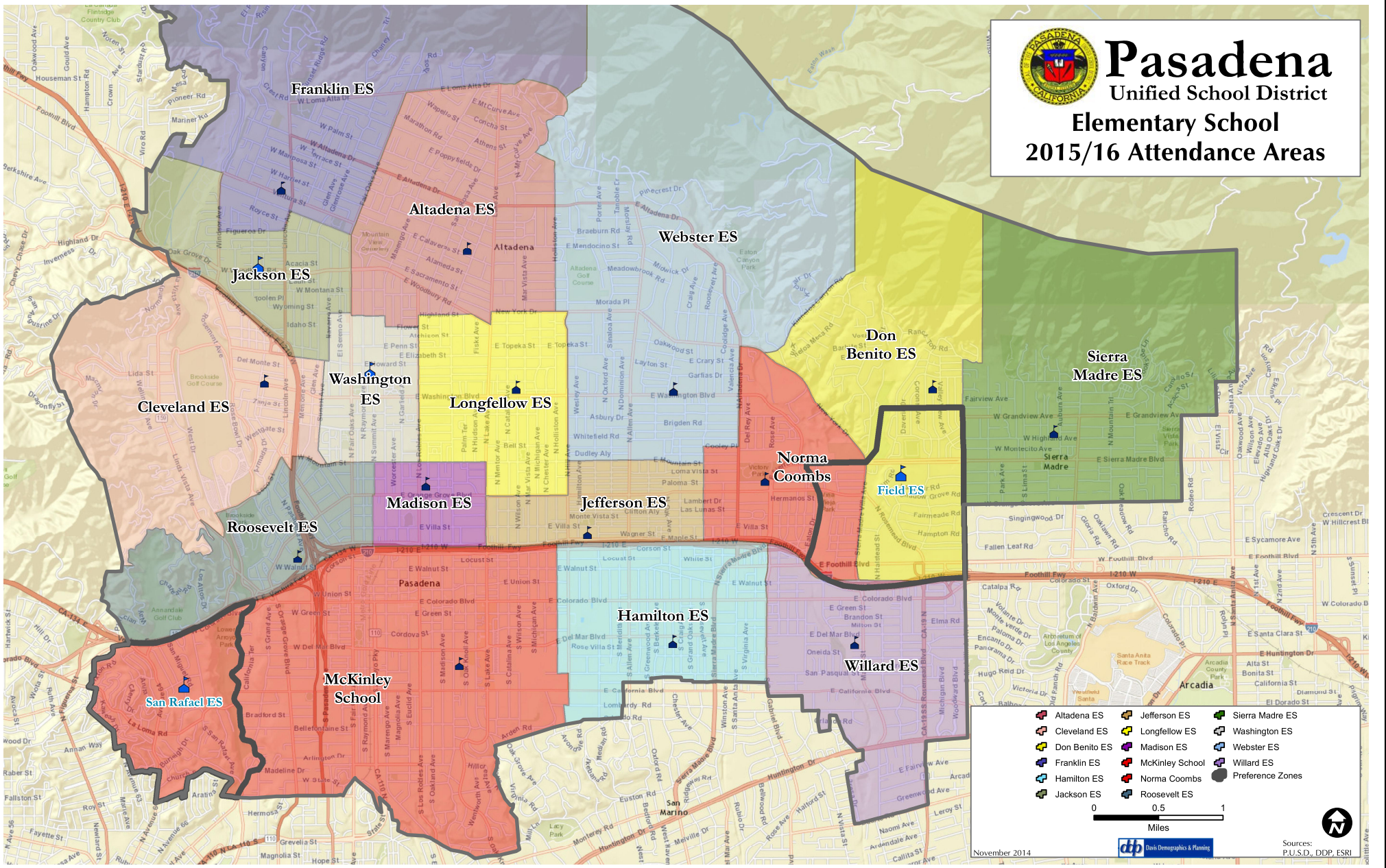
### Adjournment

The meeting was adjourned at 5:48 p.m.



# Pasadena

Unified School District  
Elementary School  
2015/16 Attendance Areas





# Pasadena

Unified School District  
Middle School  
2015/16 Attendance Areas

Washington MS

Eliot MS








Marshall Fundamental

Sierra Madre MS

Wilson MS

McKinley MS

Blair IB

-  Blair IB
-  Eliot MS
-  McKinley MS
-  Sierra Madre MS
-  Washington MS
-  Wilson MS
-  Marshall Preference Zone



November 2014

 DHP  
Data Demographics & Planning

Sources:  
P.U.S.D., DDP, ESRI

## Base/Core Program and Supplemental/Grant Funded Program

Pasadena Unified

Base/Core Program

Supplemental/Grant Funded

### Elementary

Item	Provider?	Item	Provider?
Classroom Teachers (to contract/LCFF)	Central	Magnet Teachers (Science)	Central
Substitute Teachers (for illness)	Central	Substitute Teachers (for PD, collab)	Both
Principal	Central	Instructional Coaches	Both
Office Manager	Central		
Clerk Typist (.75 FTE unless > 625)	Central	Elem Library Coordinators	Site
Noon aides (1 hr per 100 students)	Central	Noon aides - addtl	Site
Custodial Staff	Central	Community Asssistants	Site
Textbooks	Central	Instructional Aides	Site
Supply/Copier Funding	Central	Nurse	Central
		Health Clerk	Central
		Addtl supplies/instrux mtls/copiers	Site
		SPED services per IEP	Central
		Signature programs (IB, DLIP, Magnet)	Central
		DLIP Extras	Site
		Post Magnet program	Site
Central Services: Academic Core Staff, HR, Budget/Payroll/Purchasing, Warehouse, M&O, Technology(Computer Network/Phones), Utilities	Central	Central Services: CWAS, GATE, Art/Music Pgm, LADD Dept, LEARNS Dept, BTSA/PAR, Student Support Pgms, Academic Coaches, Communications, Family Engagement, Health Dept, Healthy Start Center, Transportation, PD, SPED Central and Services (Speech, Pyschologists, OT/PT, Legal), Chromebook 1:1, Ed Tech Coaches	Central

## Base/Core Program and Supplemental/Grant Funded Program

Pasadena Unified

Base/Core Program

Supplemental/Grant Funded

### Middle School

Item	Provider?	Item	Provider?
Classroom Teachers (to contract ratio)	Central		
Substitute Teachers (for illness)	Central	Magnet Teachers (Science)	Central
Principal	Central	Substitute Teachers (for PD, collab)	Both
Assistant Principal	Central	Instructional Coaches	Both
Secretary	Central	Librarian (0.5 FTE)	Central
Registrar	Central	Community Assistants	Site
Sr. Clerk Typist	Central	Instructional Aides	Site
Clerk Typist	Central	Nurse	Central
Counselor (per agreed ratio)	Central	Health Clerk	Central
Custodial Staff	Central	Addtl supplies/instrux mtl/copiers	Site
Security Staff	Central	SPED services per IEP	Central
		Signature programs (IB, DLIP, Magnet)	Central
Textbooks	Central	Math Academy	Central
Supply/Copier Funding	Central	DLIP Extras	Site
		Post Magnet program	Site
Central Services: Academic Core Staff, HR, Budget/Payroll/Purchasing, Warehouse, M&O, Technology(Computer Network/Phones), Utilities	Central	Central Services: CWAS, GATE, Art/Music Pgm, LADD Dept, LEARNS Dept, BTSA/PAR, Student Support Pgms, Academic Coaches, Communications, Family Engagement, Health Dept, Healthy Start Center, Transportation, PD, SPED Central and Services (Speech, Pyschologists, OT/PT, Legal), Chromebook 1:1, Ed Tech Coaches	Central

## Base/Core Program and Supplemental/Grant Funded Program

Pasadena Unified

Base/Core Program

Supplemental/Grant Funded

### High School

Item	Provider?	Item	Provider?
Classroom Teachers (to contract ratio)	Central	Substitute Teachers (for PD, collab)	Both
Substitute Teachers (for illness)	Central	Instructional Coaches	Both
Principal	Central	Community Assistants	Site
Assistant Principal(s)	Central	Instructional Aides	Site
Secretary	Central	Librarian	Central
Registrar	Central	Nurse	Central
Data Control Clerk	Central	Health Clerk	Central
Sr. Clerk Typist (2) (+1 if over 1600)	Central	Staff above ratio	Both
Clerk Typist	Central	Coach Suppl Funds	Site
ASB Bookkeeper	Central		
Counselor (per agreed ratio)	Central	Addtl supplies/instrux mtls/copiers	Site
Athletic Director (.2 FTE)	Central		
Custodial Staff	Central	SPED services per IEP	Central
Security Staff	Central		
Textbooks	Central	Signature programs (IB, Pathways)	Central
Supply/Copier Funding	Central	Math Academy	Central
Athletic Funds - Equipment, Buses	Central	International Academy	Central
Central Services: Academic Core Staff, HR, Budget/Payroll/Purchasing, Warehouse, M&O, Technology(Computer Network/Phones), Utilities	Central	Central Services: CWAS, GATE, Art/Music Pgm, LADD Dept, LEARNS Dept, BTSA/PAR, Student Support Pgms, Academic Coaches, Communications, Family Engagement, Health Dept, Healthy Start Center, Transportation, PD, SPED Central and Services (Speech, Pyschologists, OT/PT, Legal), Chromebook 1:1, Ed Tech Coaches	Central



Master Planning Scenario Factors/Criteria – chosen by PUSD Board on 5/23/19

**Primary Factors**

- Scenario maximizes capacity use of sites (but not over-crowded and with some room for growth)
- Promote socio-economic diversity (and ethnic balance)
- Preference for schools parents are satisfied with
- Preference for high enrollment schools
- Capacity to become a community school with room for diverse partners

**Secondary Factors**

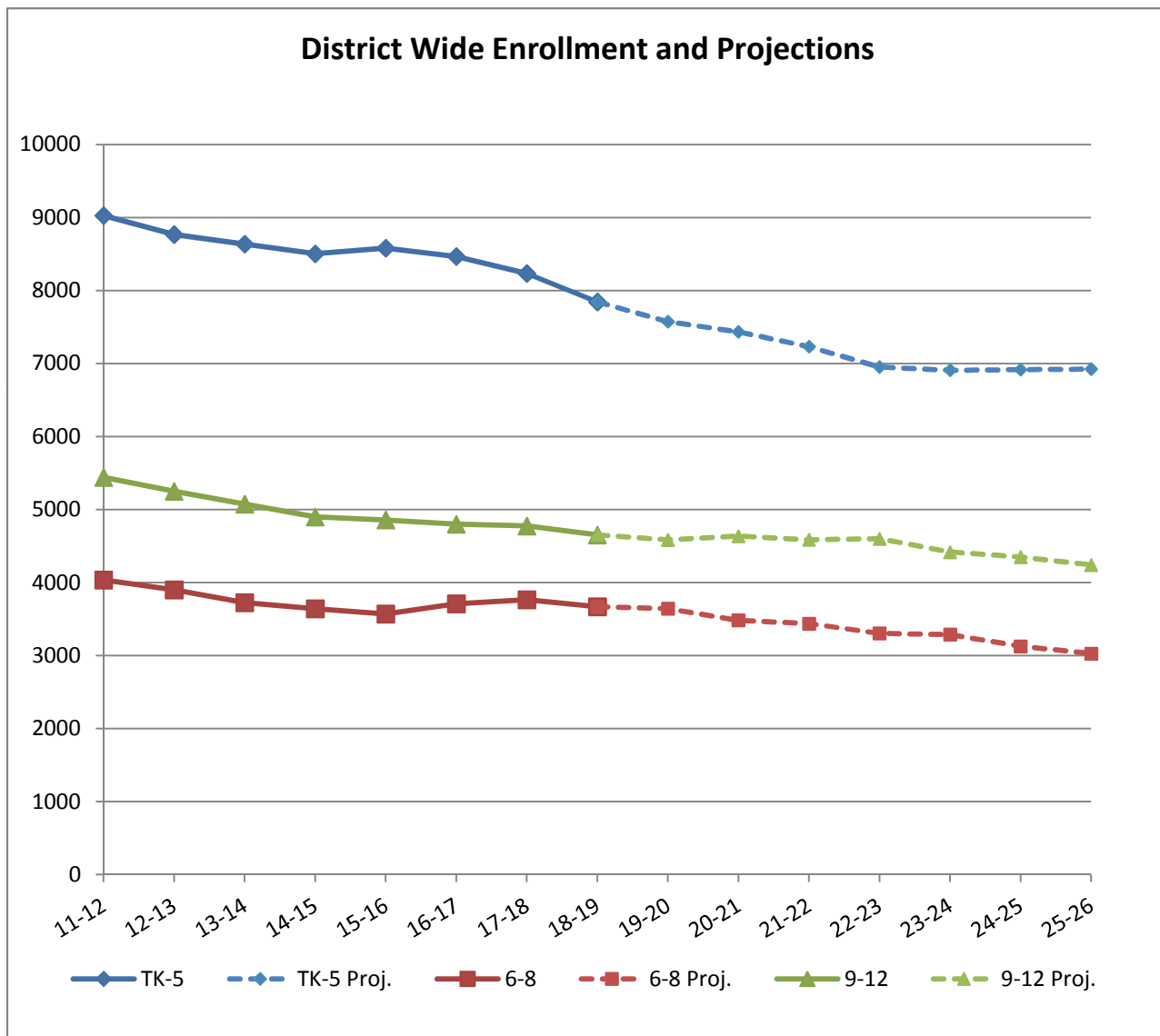
- Alternative Uses for closed facilities (that exist and have value)

<b>Option 1</b>	<b>Four Stand Alone MS, Two 6-12s, One K-8</b>		
<b>Option 2</b>	<b>Four Stand Alone MS – no others</b>		
<b>Option 3</b>	<b>Three Stand Alone MS – no other MS</b>		
<b>Option 4</b>	<b>Two Stand Alone MS – no other MS</b>		
<b>Option 5</b>	<b>Keep two 6-12, 4 Stand Alone MS</b>		
<b>Option 6</b>	<b>Keep two 6-12, 3 Stand Alone MS</b>		
<b>Option 7</b>	<b>Two 6-12, Two Stand Alone MS</b>		
<b>Option 8</b>	<b>One 6-12, Four Stand Alone MS</b>		
<b>Option 9</b>	<b>One 6-12, Three Stand Alone MS</b>		
<b>Option 10</b>	<b>One 6-12, Two Stand Alone MS</b>		
<b>Option 11</b>	<b>Four 6-12, 1 or 2 Stand Alone/K-8</b>		

### Enrollment Projection by Grade Span for Master Planning

#### Total Student Enrollment Projections

	Current	1 yr	5 yr	7 yr	Current to 7 year	
	18-19	19-20	23-24	25-26	Change	% Change
TK-5	7,844	7,573	6,909	6,924	-920	-11.7%
6-8	3,667	3,641	3,286	3,026	-641	-17.5%
9-12	4,652	4,584	4,416	4,240	-412	-8.9%
TK-12	16,163	15,798	14,611	14,190	-1,973	-12.2%



## Enrollment Projection by Grade Span for Master Planning

### Resident Student Enrollment Projections

	Current	1 yr	5 yr	7 yr	Current to 7 year	
	18-19	19-20	23-24	25-26	Change	% Change
TK-5	7,180	6,916	6,270	6,284	-896	-12.5%
6-8	3,324	3,299	2,962	2,715	-609	-18.3%
9-12	4,039	3,978	3,828	3,671	-368	-9.1%
TK-12	14,543	14,193	13,060	12,670	-1,873	-12.9%

### Residence Area and Changes sorted largest to smallest

#### Elementary Residence Area Change

	Current	25-26	Change	% Change
SMES	517	578	61	11.8%
McKinley	631	683	52	8.2%
Hamilton	473	504	31	6.6%
Don Benito	191	201	10	5.2%
Altadena	532	532	0	0.0%
Willard	463	402	-61	-13.2%
Jefferson	391	334	-57	-14.6%
Longfellow	491	410	-81	-16.5%
Norma C.	214	175	-39	-18.2%
Madison	743	603	-140	-18.8%
Roosevelt	296	225	-71	-24.0%
Wash ES	931	704	-227	-24.4%
Jackson	478	349	-129	-27.0%
Franklin	377	268	-109	-28.9%
Webster	452	317	-135	-29.9%

#### Middle School Residence Area Change

	Current	25-26	Change	% Change
Blair	233	277	44	18.9%
Wilson	548	581	33	6.0%
SMMS	265	270	5	1.9%
Eliot	1109	819	-290	-26.1%
Wash MS	1169	769	-400	-34.2%

#### High School Residence Area Change

	Current	25-26	Change	% Change
Blair	227	264	37	16.3%
PHS	1587	1539	-48	-3.0%
Muir	2225	1867	-358	-16.1%

**Summary Classroom Utilization/Capacity Study based on the Shared enrollment and Capacity Study as of April 23, 2019**

<b>PUSD Schools</b>	<b>2018-19 Enrollment</b>	<b>Total Potential CRs</b>	<b>2018-19 Max Capacity</b>	<b>Available Capacity</b>
<b>Elementary Schools (18)</b>	<b># of Students/classroom=</b>		<b>24</b>	
Altadena (K-5)	230	21	504	274
Cleveland (K-5)	97	22	528	431
Don Benito Fundamental (K-5)	544	40	960	416
Eugene Field (K-5)	492	24	576	84
Franklin (K-5)	179	22	528	349
Hamilton (K-5)	591	26	624	33
Jackson STEM Dual Language Magnet Academy (K-5)	623	27	648	25
Jefferson (K-5)	379	42	1,008	629
Longfellow (K-5)	438	30	720	282
Madison (K-5)	417	33	792	375
McKinley (K-8)	973	51	1,224	251
Norma Coombs (K-5)	382	28	672	290
Roosevelt (K-5)	273	22	528	255
San Rafael (K-5)	439	23	552	113
Sierra Madre (K-5)	754	33	792	38
Washington STEM Magnet (K-5)	486	25	600	114
Webster (K-5)	348	27	648	300
Willard (K-5)	643	36	864	221
<b>Total All Elementary Schools</b>	<b>8,288</b>	<b>532</b>	<b>12,768</b>	<b>4,480</b>
<b>Middle Schools (4)</b>	<b># of Students/classroom=</b>		<b>29</b>	
Eliot Arts Magnet Academy	492	46	1,334	1,334
Sierra Madre	557	29	841	284
Washington STEAM Multilingual Academy	441	44	1,276	835
Wilson	450	51	1,479	1,029
<b>Total All Middle Schools</b>	<b>1,940</b>	<b>170</b>	<b>4,930</b>	<b>3,482</b>
<b>6-12 Schools (2)</b>	<b># of Students/classroom=</b>		<b>30</b>	
Blair School	981	58	1,740	759
Marshall Fundamental School	1,961	75	2,250	289
<b>Total All 6-12 Schools</b>	<b>2,942</b>	<b>133</b>	<b>3,990</b>	<b>1,048</b>
<b>High Schools (2)</b>	<b># of Students/classroom=</b>		<b>30</b>	
John Muir High School	827	83	2,490	1,663
Pasadena High School	1,721	128	3,840	2,119
<b>Total All High Schools</b>	<b>2,548</b>	<b>211</b>	<b>6,330</b>	<b>3,782</b>
<b>Alternative School Sites (2)</b>	<b># of Students/classroom=</b>		<b>30</b>	
CIS Academy (at PHS)	236	7	210	-26
Rose City Continuation HS	180	20	600	420
<b>Total All Alternative Schools</b>	<b>416</b>	<b>27</b>	<b>810</b>	<b>394</b>
<b>GRAND TOTAL ALL SCHOOLS (28)</b>	<b>16,134</b>	<b>1,073</b>	<b>28,828</b>	<b>13,186</b>

Option 1	Keep All Four High Schools Open
Scenario 1A	Keep current grade configurations (6-12 and 9-12) at all four high schools
Pros:	<p>Primary Factors:</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Secondary Factors:</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>● Maintenance of current articulation</li> <li>● Costs of modernizations already spent for programs as they currently exist; the modernization has also increased the capacity of all high schools.</li> </ul> <p>Fact or Assumption?</p> <ul style="list-style-type: none"> <li>● Maintenance of current signature programs</li> <li>● Choices meet the needs of students who need smaller environments for social emotional learning</li> <li>● IB program meets criteria, certification, and authorization – is this a factor?</li> <li>● Magnet Programs are designed to increase socioeconomic integration – is this a factor?</li> </ul>
Cons:	<p>Primary Factors:</p> <ul style="list-style-type: none"> <li>● Not maximizing capacity of school site</li> </ul> <p>Secondary Factors:</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>● Not able to efficiently offer robust athletic programs</li> <li>● Inability to maximize staffing ratios</li> </ul>
Scenario 1B	<p>Make all four HS 6-12 grade span (this will have effect on middle schools)</p> <p><u>Specifics:</u></p> <p>Check capacity?</p> <p>Would need to change boundaries to align with capacity and where students live?</p> <p>Would need to provide transportation per board policy for MS age students?</p>
Pros:	<p>Primary Factors:</p> <ul style="list-style-type: none"> <li>● Fewer sites to maintain</li> </ul> <p>Secondary Factors:</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>● Allows for consistent matriculation and streamline of services</li> <li>● Students have a consistent 7-year placement</li> <li>● Fewer transitions for students</li> </ul>
Cons:	<p>Primary Factors:</p> <ul style="list-style-type: none"> <li>● May not have enough physical space as many classrooms are used for CTE and have been designed for vocational trades</li> </ul> <p>Secondary Factors:</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>● Negative impact on Middle School choice</li> <li>● Students will not have the option to move to a traditional High School setting and may leave the District</li> <li>● Major disruption of student placement and parent choices</li> </ul>

	<ul style="list-style-type: none"> <li>● Some parents have reservations regarding Middle School students on a High School campus</li> <li>● Added transportation cost for Gen Ed. (180 days, \$623,800 for 7 buses per year)</li> <li>● Negative impact on the neighborhood due to an increase in traffic and noise</li> <li>● Closure of Middle Schools that have MSAP Federal Funds; negative impact on magnet program goals and OCR will have to approve</li> </ul> <p>Fact or assumption?</p> <ul style="list-style-type: none"> <li>● Negative impact on access to early college programs</li> </ul>
<p><b>Option 2</b></p>	<p style="text-align: center;"><b>Have Three High Schools</b></p>
<p>Scenario 2A</p>	<p>Consolidate to PHS, Muir and Marshall</p> <p><u>Specifics:</u>          Close Blair – find other use for site(s)          IB program would move or go away          Intl Academy and SPED Medically Fragile programs would need to move to another site          Need to review capacity to see if Marshall would need to become a 9-12 only or reduced 6-8 program          Would Muir remain wall to wall Pathways?</p>
<p>Pros:</p>	<p>Primary Factors:</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Secondary Factors:</p> <ul style="list-style-type: none"> <li>● Potential Rental \$475,200+ per year</li> <li>● Potential Revenue from Sale of Property</li> </ul> <p>Other Factors:</p> <ul style="list-style-type: none"> <li>● Potential staffing savings of \$1.4 million (assuming all programs move elsewhere)</li> </ul>
<p>Cons:</p>	<p>Primary Factors:</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Secondary Factors:</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>● New infrastructure investment of \$21 million in Measure TT funds recently expended for Blair</li> <li>● May need to break up student population into multiple schools; consequently, not all students would be able to continue in IB program</li> <li>● Would need to move the International Academy where IB would be housed in order to keep the Global Education aspects that are currently present at Blair</li> </ul> <p>Fact or Assumption?</p> <ul style="list-style-type: none"> <li>● Willard IB program matriculates to Blair, is in high demand, and was awarded Civic Learning Award for its IB education (do we have a figure for the number/percent of Willard students who go to Blair?)</li> <li>● Blair offers a world-class IB education to students (100% middle and 50% of 11th &amp; 12th) who qualify as (is the assumption that this education would stop?)             <ul style="list-style-type: none"> <li>❖ 25% EL</li> <li>❖ 60.39% SES</li> <li>❖ 25% EL 1.3% Foster Youth</li> <li>❖ 2.66% Homeless Youth</li> <li>❖ 13% Students with Disability</li> <li>❖ 85 students out of District</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Likely lose students to private or other districts – can we put a figure/% on this?</li> <li>● Potential increase in Charter petitions</li> </ul>
Scenario 2B	<p>Consolidate to PHS, Muir and Blair</p> <p><u>Specifics:</u>                  Need to move AP program to another school – split?                  Move Arts Academy?                  Would affect size of middle schools around the district                  Would Muir remain wall to wall Pathways?</p>
Pros:	<p>Primary Factors:</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Secondary Factors</p> <ul style="list-style-type: none"> <li>● Potential Rental \$465,108+ per year</li> <li>● Potential Revenue from Sale of Property</li> <li>●</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>● Potential staffing savings of \$2.6 million</li> </ul>
Cons:	<p>Primary Factors:</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Secondary Factors:</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>● Investments for new infrastructure including a new gym and tennis court have been expended</li> <li>● Large number of Middle School students (approx. 800) displaced</li> </ul> <p>Fact or assumption?</p> <ul style="list-style-type: none"> <li>● Majority of Marshall parents may leave PUSD (possibly all parents who are there on choice permits) – can we put a realistic number on this? (aren't all students there on choice?)</li> <li>● Dismantling of a nationally recognized Advanced Placement program at Marshall – why – can we not move the program?</li> <li>● Increase Charter petitions</li> <li>● Likely lose students to private or other districts – Duplicate?</li> </ul>
Scenario 2C	<p>Consolidate to PHS, Marshall and Blair</p> <p><u>Specifics:</u>                  Would need to provide busing to students from Northwest?                  Early College program would probably go away?                  Need to review capacity to see if Marshall would need to become a 9-12 only or reduced 6-8 program</p>
Pros:	<p>Primary Factors:</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Secondary Factors:</p> <ul style="list-style-type: none"> <li>● Potential Rental \$782,500+ per year</li> <li>● Potential Revenue from Sale of Property</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>● Potential staffing savings of \$2.7 million</li> </ul>
Cons:	<p>Primary Factors:</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Secondary Factors:</p> <ul style="list-style-type: none"> <li>●</li> </ul>



	<p>Other:</p> <ul style="list-style-type: none"> <li>● Muir’s generational traditions and strong alumni support would be a loss to the city of Pasadena</li> <li>● Dismantle the proud alumni program; community pride and sports rivalry would be a loss to the fabric of the City of Pasadena (duplicate?)</li> <li>● Approximately \$24 million infrastructure improvements through Measure TT including a Film Studio (\$5 million) and other specialized programs; investments for new infrastructure have already been made.</li> <li>● Loss of stadium, Dodger field, and other athletic facilities</li> </ul> <p>Fact or Assumption?</p> <ul style="list-style-type: none"> <li>● The PCC Early College Access would be closed – not sure what this means?</li> <li>● Likely lose students to private schools or other districts – can we put a figure or % to this?</li> <li>● Potential increase in charter petitions</li> </ul>
<p>Scenario 2D</p>	<p>Consolidate to Marshall, Muir and Blair</p> <p><u>Specifics:</u></p> <p>Would need to find home for PHS Pathway programs or close</p> <p>Math Academy would need to find a new home</p> <p>Mandarin DLIP for HS would need to move (to Marshall?)</p> <p>Need to review capacity to see if Marshall would need to become a 9-12 only or reduced 6-8 program</p>
<p>Pros:</p>	<p>Primary Factors:</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Secondary Factors:</p> <ul style="list-style-type: none"> <li>● Potential Rental \$825,000+ per year</li> <li>● Potential Revenue from Sale of Property</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>● Potential staffing savings of \$2.7 million</li> </ul>
<p>Cons:</p>	<p>Primary Factors:</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Secondary Factors:</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>● Investments for new infrastructure (approximately \$15 million from Measure TT) have already been made: Wiring for heavy duty equipment for Print/shop &amp; Graphic design classroom (Measure Y), the courtroom, APP academy and other specialized spaces</li> <li>● Dismantle the proud alumni program; community pride and sports rivalry would be a loss to the fabric of the City of Pasadena</li> <li>● Loss of stadium and other athletic facilities including a new gym</li> </ul> <p>Fact or Assumption?</p> <ul style="list-style-type: none"> <li>● Many PHS parents would walk away from PUSD (possibly all parents who are there on choice permit) – can we put a figure or % on this?</li> <li>● Likely lose students to private schools or other districts – duplicate?</li> <li>● Students living on the east side would enroll on the west side and may require busing or District-paid bus passes – check capacity and where students are zoned – won’t they fit at Marshall?</li> <li>● Potential increase in charter petitions</li> <li>● PHS hosts our annual professional development because it has the largest auditorium and most parking capacity – is this a factor?</li> </ul>

Option 3	Have Two High Schools
Scenario 3A	Consolidate to PHS and Muir <u>Specifics:</u> Would need to take back Bldg D from PCC IB would move to? AP program would be at both? Intl Acad where? Other CTE Pathways?? Muir would not be wall to wall Pathways? Muir would have HS Spanish DLIP Plans for Blair and Marshall?
Pros:	Primary Factor: <ul style="list-style-type: none"> <li>● Maximizes capacity use of PHS/Muir</li> </ul> Other: <ul style="list-style-type: none"> <li>● Potential staffing savings of \$5.3 million</li> <li>● Potential Rental \$1.2 mil+ per year</li> <li>● Potential Revenue from Sale of Property</li> </ul>
Cons:	PF: <ul style="list-style-type: none"> <li>●</li> </ul> Other: <ul style="list-style-type: none"> <li>● Would lose students to private schools or other districts (can we quantify? Private schools are full?)</li> <li>● No high schools located in the south end of the district (are there students there?)</li> <li>● Approximately \$22 million infrastructure improvements through Measure TT at Marshall and \$21 million at Blair</li> </ul> Fact or Assumption?: <ul style="list-style-type: none"> <li>● Potential increase in Charter petitions</li> <li>● Possible additional transportation costs for gen ed.</li> <li>● Capacity issue – is this true?</li> <li>● No room for growth – is this true?</li> </ul> Contradicts the Board’s Vision and Mission on equity and diversity – how?
Scenario 3B	Consolidate to Marshall and Muir <u>Specifics:</u> Would need to take back Bldg D from PCC IB would move to? AP program would be at both? Intl Acad where? Other CTE Pathways?? Muir would not be wall to wall Pathways? Muir would have HS Spanish DLIP Plans for Blair and PHS?
Pros:	Primary Factors: <ul style="list-style-type: none"> <li>●</li> </ul> Other: <ul style="list-style-type: none"> <li>● Potential staffing savings of \$4.1 million</li> <li>● Potential Rental \$1.3 mil+ per year</li> </ul>

	<ul style="list-style-type: none"> <li>Potential Revenue from Sale of Property</li> </ul>
Cons:	<p>Primary Factors:</p> <ul style="list-style-type: none"> <li>Not a viable option due to lack of seating capacity</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>Community pride around Turkey Tussle would be a loss to the fabric of the City of Pasadena</li> <li>Loss of use for Wiring for heavy duty equipment for Print/shop &amp; Graphic design classroom, the courtroom, APP academy and other specialized spaces</li> <li>May need to break up student population from current school into multiple schools; therefore, not all students would be able to continue in IB program</li> <li>Marshall would require additional athletic facilities, i.e., pool, football field</li> <li>Move of Marshall of Middle School students</li> </ul> <p>Fact or Assumption?:</p> <ul style="list-style-type: none"> <li>Potential increase in Charter petitions</li> <li>Would lose students to private schools or other districts - can we put a figure or % on this?</li> <li></li> </ul>
Scenario 3C	Consolidate to Marshall and PHS
Pros:	<ul style="list-style-type: none"> <li>Potential staffing savings of \$4.1 million</li> <li>Potential Rental \$1.3 mil+ per year</li> <li>Potential Revenue from Sale of Property</li> </ul>
Cons:	<ul style="list-style-type: none"> <li>Potential increase in Charter petitions</li> <li>Would lose students to private schools or other districts</li> <li>Additional transportation costs for gen ed.</li> <li>Marshall would require additional athletic facilities</li> <li>Displacement of Middle School students</li> <li></li> </ul>
Scenario 3D	Consolidate to PHS and Blair
Pros:	<ul style="list-style-type: none"> <li>Potential staffing savings of \$5.3 million</li> <li>Potential Rental \$1.2 mil+ per year</li> <li>Potential Revenue from Sale of Property</li> </ul>
Cons:	<ul style="list-style-type: none"> <li>Potential increase in Charter petitions</li> <li>Would lose students to private schools or other districts</li> <li>Additional transportation costs for gen ed.</li> <li>Blair would require athletic facilities</li> <li>Displacement of Middle School students</li> </ul>
Scenario E	Consolidate to Blair and Marshall
Pros:	<ul style="list-style-type: none"> <li>Potential staffing savings of \$5.4 million</li> <li>Potential Rental \$1.6 mil+ per year</li> <li>Potential Revenue from Sale of Property</li> </ul>
Cons:	<ul style="list-style-type: none"> <li>Potential increase in Charter petitions</li> <li>Would lose students to private schools or other districts</li> <li>Film Studio (\$5 million) and other specialized programs will need infrastructure investments if moved to a different site; investments for new infrastructure have already been made.</li> <li>The PCC Early College Access would be lost</li> </ul>

	<ul style="list-style-type: none"> <li>● Dismantle the proud alumni program</li> <li>● Additional transportation costs for gen ed.</li> <li>● Lack of athletic facilities</li> <li>● Displacement of Middle School students</li> <li>●</li> </ul>
<b>Scenario F</b>	<b>Consolidate to Muir and Blair</b>
<b>Pros:</b>	<ul style="list-style-type: none"> <li>● Potential staffing savings of \$5.3 mil million</li> <li>● Potential Rental \$1.3 mil+ per year</li> <li>● Potential Revenue from Sale of Property</li> </ul>
<b>Cons:</b>	<ul style="list-style-type: none"> <li>● Potential increase in Charter petitions</li> <li>● Negative impact on Magnet Grant funding</li> <li>● Would lose students to private schools or other districts</li> <li>● Additional transportation costs for gen ed.</li> <li>● Blair would require additional athletics facilities</li> <li>● Displacement of Middle School students</li> <li>●</li> </ul>
<b>Option 4</b>	<b>Keep One High School Open</b>
<b>Scenario 4A</b>	<b>Consolidate to PHS</b>
<b>Pros:</b>	<ul style="list-style-type: none"> <li>● N/A</li> </ul>
<b>Cons:</b>	<ul style="list-style-type: none"> <li>● Not a viable option due to lack of capacity</li> </ul>
<b>Scenario 4B</b>	<b>Consolidate to Muir</b>
<b>Pros:</b>	<ul style="list-style-type: none"> <li>● N/A</li> </ul>
<b>Cons:</b>	<ul style="list-style-type: none"> <li>● Not a viable option due to lack of capacity</li> </ul>