Superintendent's Facilities Advisory Committee

Aligning Facilities with Instructional Vision

February 18, 2026

WELCOME & REVIEW OF COMMITTEE NORMS

- Remember the committee serves in an advisory role to inform staff and Board recommendations.
- Listen respectfully and allow space for different perspectives.
- Focus on Districtwide needs rather than individual sites.
- Ask questions and raise concerns to help improve the work.
- Keep discussion constructive and solution-oriented.

DISTRICT FACILITIES RESOURCES

- ***Facilities and Bond information available on the District website for ongoing review, including:***
  - Facilities Master Plan
  - Educational Specifications
  - Five-Year Bond Program and Project Summaries

Link: *Superintendent's Facilities Advisory Committee (SFAC) - Pasadena Unified School District*



Educational Master Plan & Educational Specifications

Superintendent's Facilities Advisory Committee
February 18, 2026

The Educational Master Plan is one of PUSD's guiding documents within the Strategic Plan to align and strengthen all schools' core academic offerings in conjunction with capital investments that must be made in each facility and throughout the district.

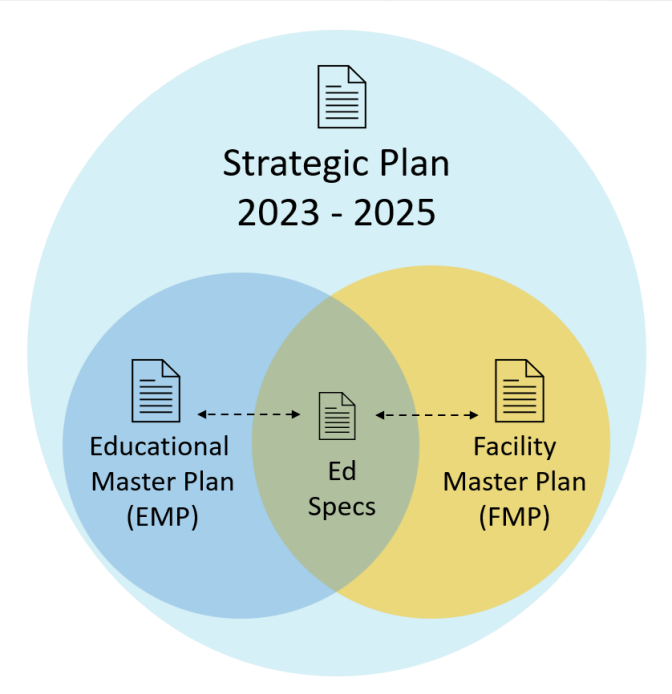
Purpose of the Educational Master Plan:

1. Define the most important academic priorities and goals for student success within four Focus Areas.

1. Guide facilities and technology master plans, program development, and distribution of resources to embrace changes to educational pedagogy in the future.

The EMP is comprised of four Focus Areas.

- Each Focus Area is supported by a *Goal* and a set of *Strategies* which align to the Strategic Plan Pillars and LCAP goals.
- The Focus Areas also intentionally align to the objectives identified in the Educational Specifications and Facility Master Plan.



Educational Master Plan

gopusd.com/EMP


PASADENA UNIFIED SCHOOL DISTRICT

2023 - 2028 Educational Master Plan

IMAGINE

PUSD 2028 STRATEGIC PLAN

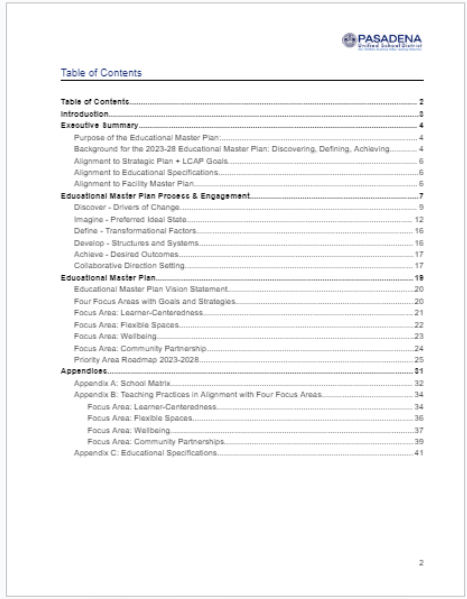

PASADENA Unified School District

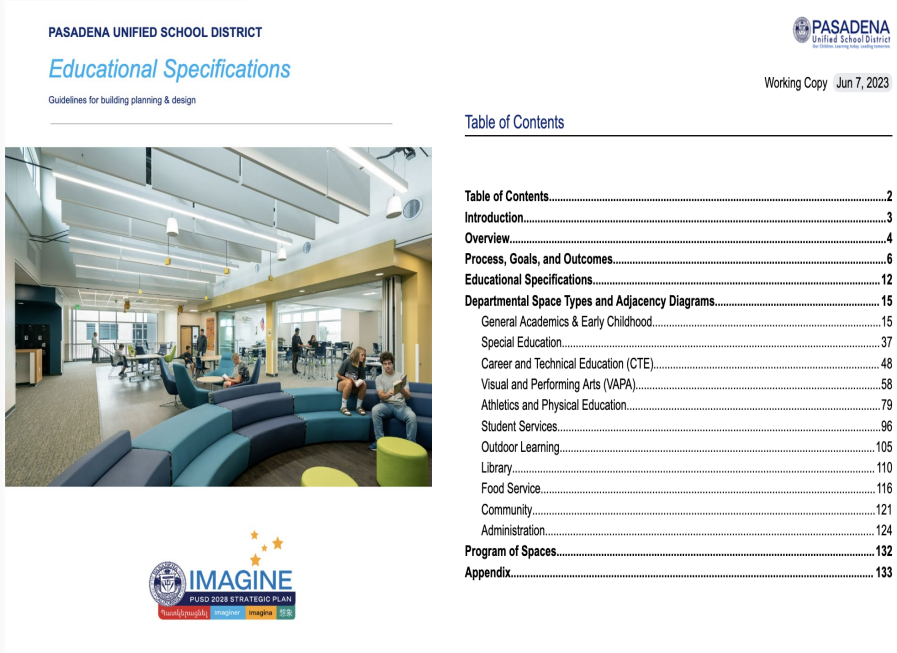
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Educational Specifications

gopusd.com/EdSpecs


PASADENA UNIFIED SCHOOL DISTRICT

Educational Specifications

Guidelines for building planning & design

IMAGINE

PUSD 2028 STRATEGIC PLAN

PASADENA Unified School District

Working Copy Jun 7, 2023

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EMP Vision & Focus Areas

PUSD, in partnership with the community, will create a learner-centered environment to ensure our students are life-ready. We will create flexible and resilient spaces that support inquiry-based learning, celebrate our differences, and support our unique needs including emotional and physical health.

Learner-Centeredness

Goal: PUSD will ensure a learner-centered environment that allows for student voice and choice to collaborate and meet individual needs, and opportunities for all to excel.

Flexible Spaces

Goal: PUSD will create flexible learning spaces that accommodate both mental and physical needs to ensure the environment promotes, rather than constraints learning.

Wellbeing

Goal: PUSD will create and maintain a positive and safe environment that promotes and supports all learners.

Community Partnership

Goal: PUSD will invest in proactively building and sustaining community relationships through partnerships that support improved academic outcomes, whole-child engagement, and family development.

EMP: Priority Area Roadmap

Priority Areas

- Early Childhood Education
- TK-12 Instruction
- College & Career Preparedness
- Integrated Specialized Support Services
- Supports for Emergent Multilingual Learners
- Student Wellness
- Innovative Technology

EMP Focus Areas

Learner-Centeredness

Flexible Spaces

Wellness

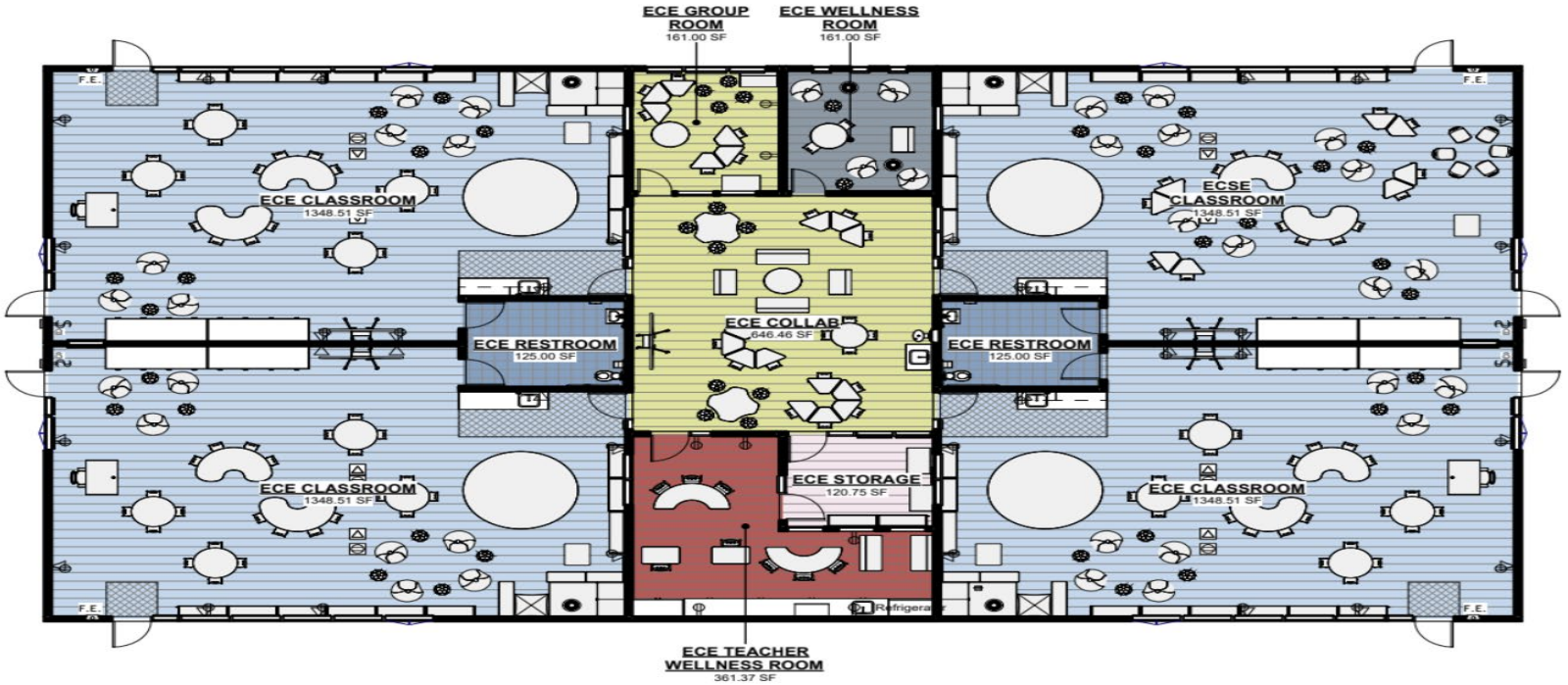
Community Partnership

Actions

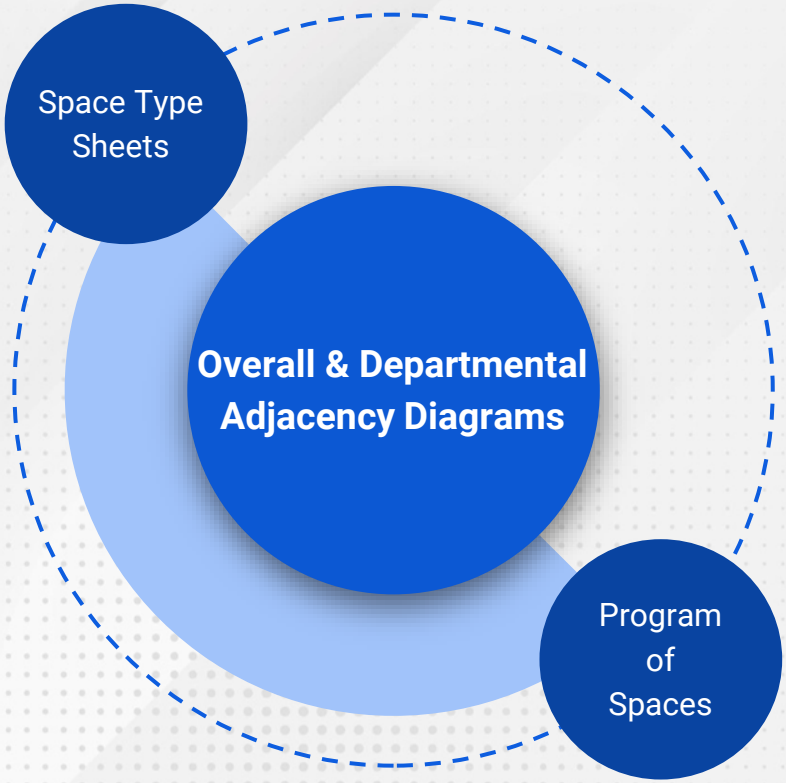
Universal PreK:
Provide more students with an opportunity to grow in a richly diverse and engaging environment where play-based learning is prioritized. Expansion of PreK and TK programs to offer access to more students at earlier ages.

Sensory Integrated Areas and Tools:
Update furniture and equipment to allow for physical and mental flexibility for learning and teaching.

Learning Community - ECE



Educational Specifications

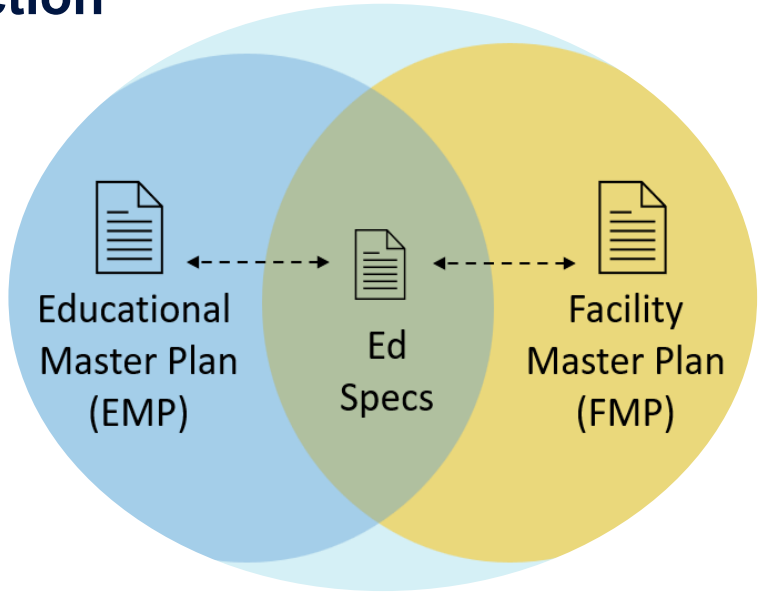


- General Academics & Early Childhood
- Special Education
- Career & Technical Education
- Visual & Performing Arts
- Athletics & Physical Education
- Student Services
- Outdoor Learning
- Library
- Food Service
- Community
- Administration

Questions?

INSTRUCTION DRIVES CONSTRUCTION!

- **Educational Master Plan Sets the Direction**
  - Defines Student-Centered Outcomes
  - Establishes Educational Specifications
  - Guides Capital Investment Decisions



Take Away:
Facilities are a physical expression of Educational intent!

MODERNIZATION OR NEW REBUILD: *A STRATEGIC CHOICE*

- **Modernization:** Upgrading existing facilities to meet current codes and educational needs
  - Core structure supports current Ed Specs
  - Floorplan allows flexibility
  - Infrastructure can be upgraded cost-effectively

- **New Rebuild:** Replacing aging campuses with new, state-of-the-art facilities
  - Structural constraints limit program delivery
  - Cost of modernization approaches rebuild
  - Site cannot support enrollment or instructional model
  - Lifecycle inefficiencies compound

MODERNIZATION OR NEW REBUILD

At what point does modernization no longer meet long-term District needs?

- **Key Considerations:**
  - Long-Term Functionality and Flexibility
  - Can Classroom Achieve the SF and Adjacencies in Ed Specs?
  - Code Compliance and Accessibility
  - Cost Exceed 50-60% of replacement value
  - Lifecycle extension is less than 25-30 years
  - Historical Value/Preservation

WHEN IS CHANGE WORTH IT? *(15-min Breakout Session)*

We recognize that some campuses carry deep history and community identity. Change is not considered lightly.

Discussion Prompt:

Under what circumstances would major campus transformation — including potential rebuild — be justified?

Discuss in your Breakout Session Group:

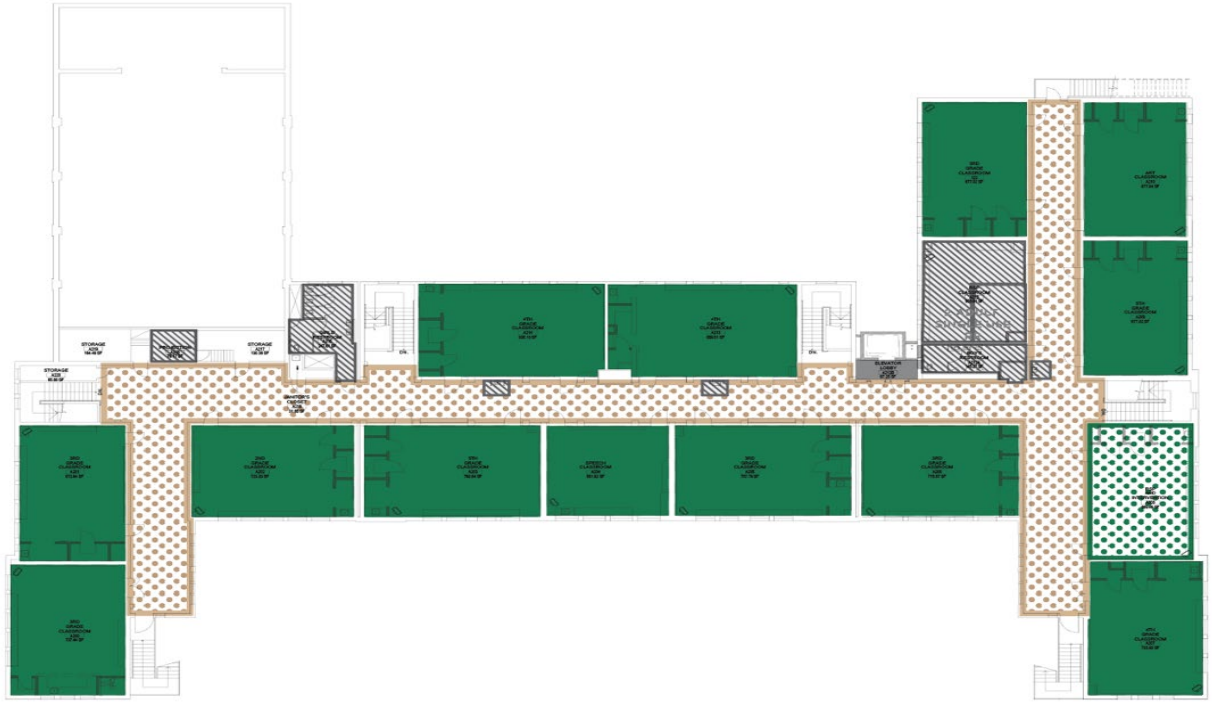
1. What student-centered outcomes would justify significant change?
2. What instructional limitations would make transformation necessary?
3. If transformation occurs, what elements of identity or history should be preserved?

Be prepared to share:

1. High priority condition(s) that would justify change.
2. One value that must be protected, if any.

EXISTING CAMPUSES VS. EDUCATIONAL SPECIFICATIONS

LONGFELLOW ES – BUILDING A (2ND Floor)



MINOR MODERNIZATION INCLUDES:

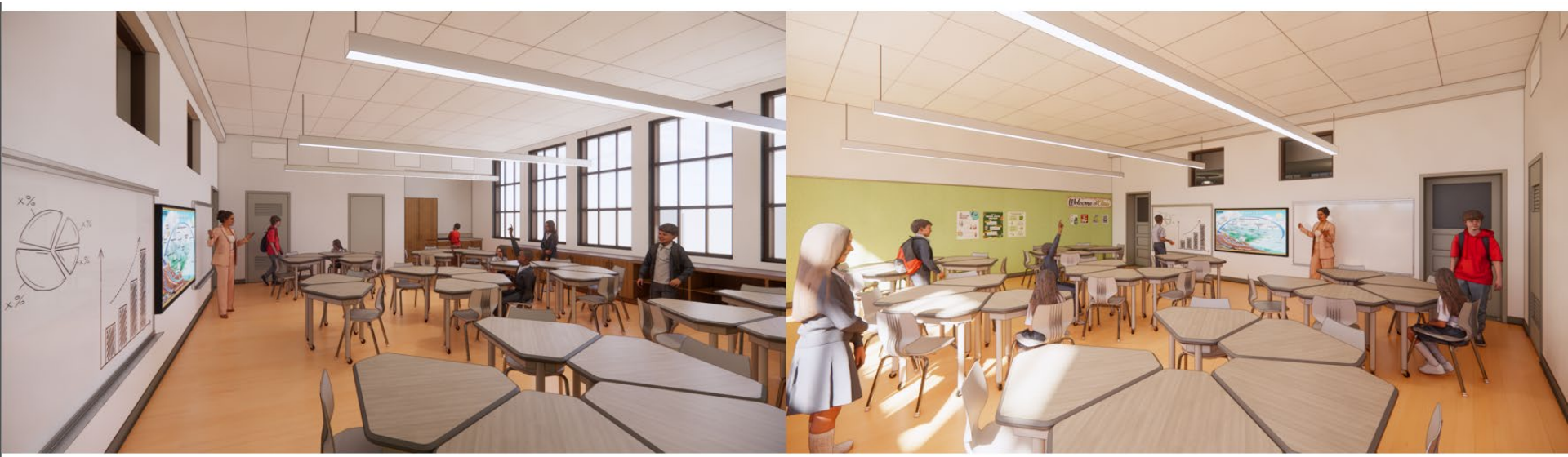
- PAINT
- FLOORING UPGRADE (NEW OR REFINISHED)
- ADA UPGRADES
- HVAC UPGRADE
- NEW LED LIGHTS

FULL MODERNIZATION INCLUDES:

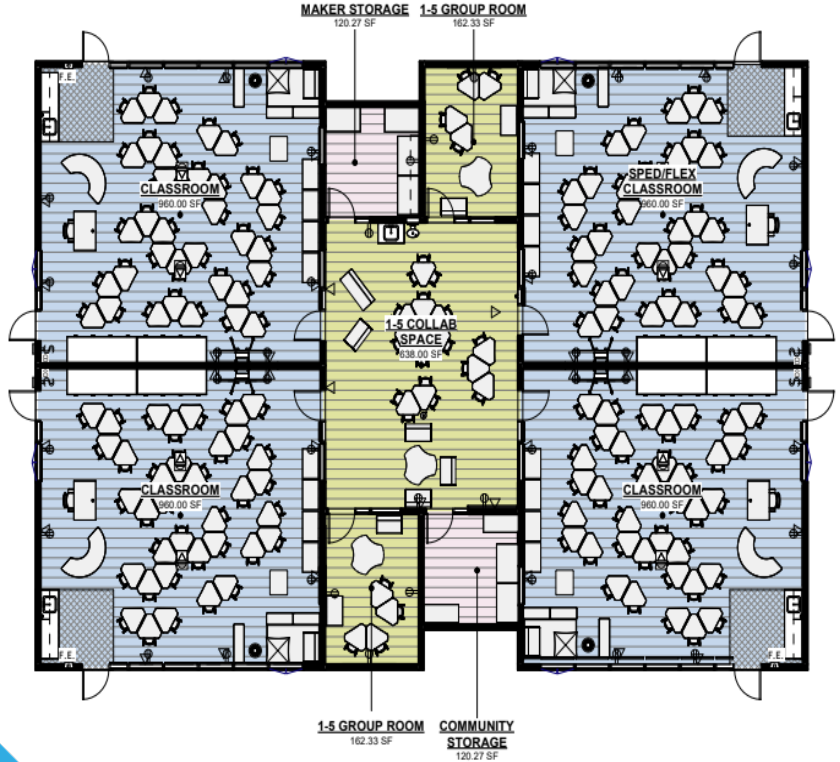
- PAINT
- FLOORING UPGRADES (NEW OR REFINISHED)
- ADA UPGRADES
- HVAC UPGRADES (CLASSROOMS/AUDITORIUM/1ST FLOOR AND BASEMENT CORRIDORS)
- NEW TEACHING WALL (AT CLASSROOMS)
- REPLACED OR REFINISHED CABINETS AT CLASSROOMS (BOTH WILL BE PRICED DURING ESTIMATION)
- AV UPGRADES (AUDITORIUM AND CLASSROOMS)
- NEW CEILINGS AND LIGHTS AT CLASSROOM AND 1ST FLOOR CORRIDOR (AS INDICATED)
- REFURBISH HISTORIC ELEMENTS (SEATS @ AUDITORIUM, CORNER CASEWORK @ CLASSROOMS)

EXISTING CAMPUSES VS. EDUCATIONAL SPECIFICATIONS

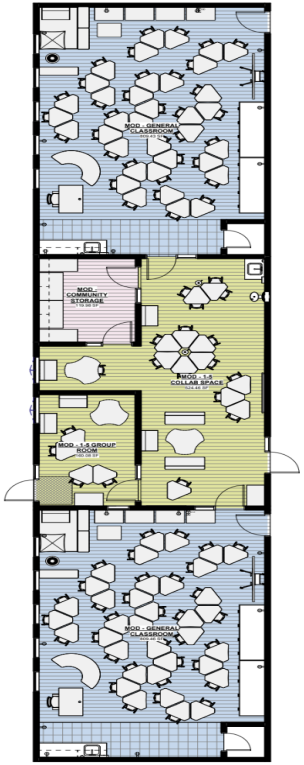
LONGFELLOW ES – TYPICAL MODERNIZED CLASSROOM



PROPOSED EDUCATIONAL SPECIFICATIONS

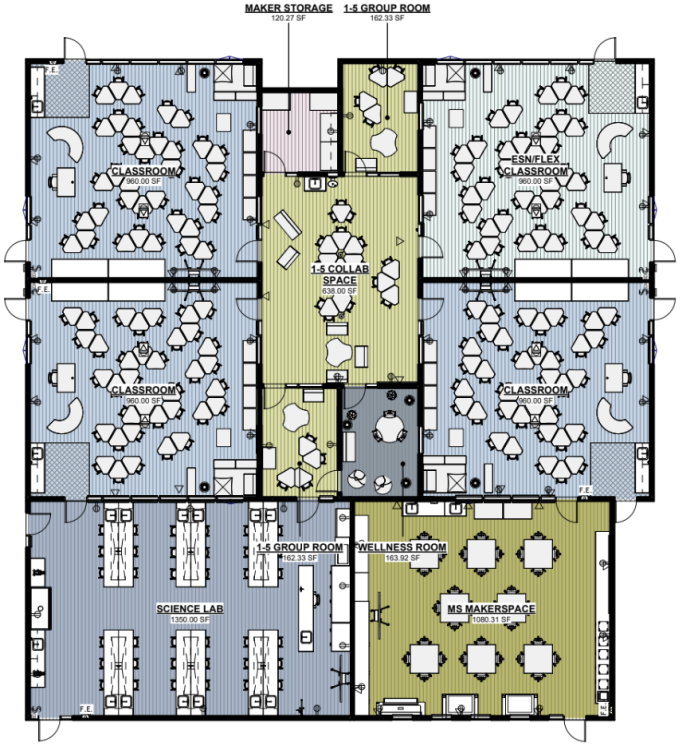


Elementary Specs – New Construction

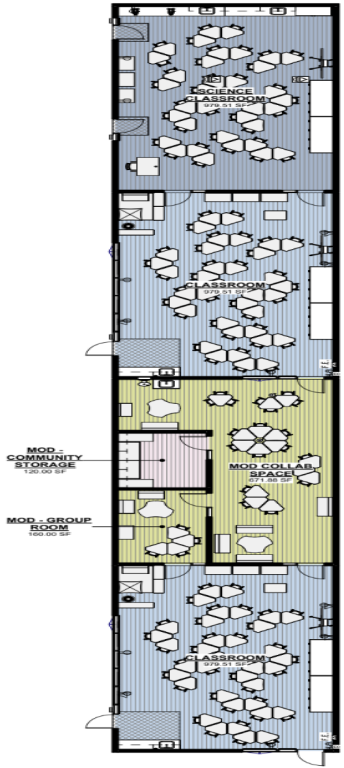


Elementary Specs – Modernization

PROPOSED EDUCATIONAL SPECIFICATIONS

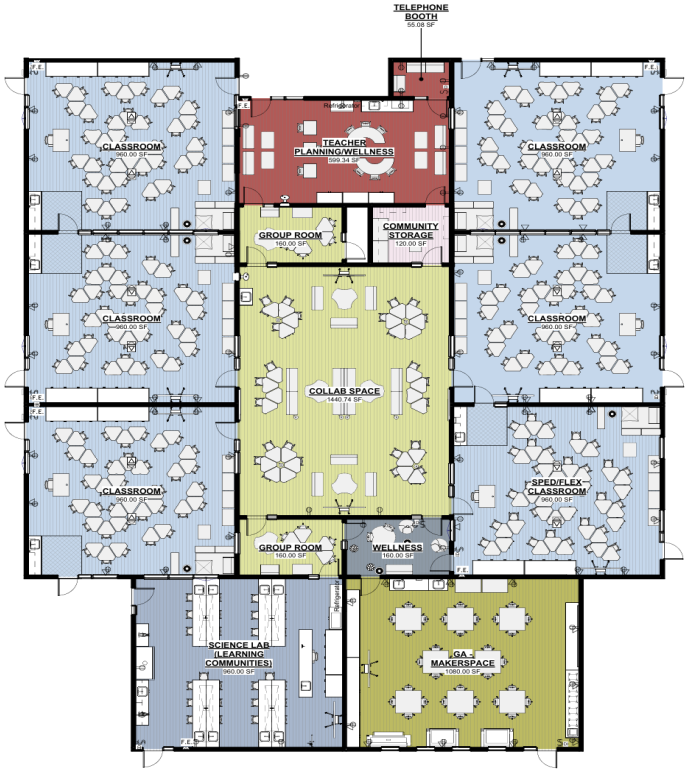


Middle School Specs – New Construction

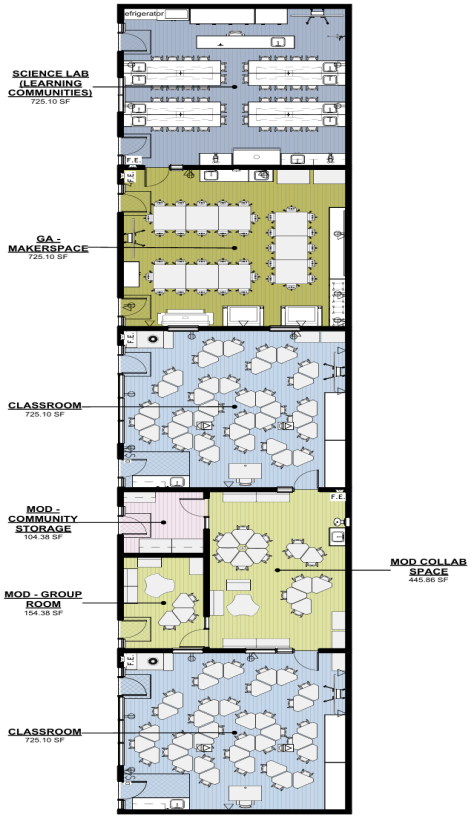


Middle School Specs – Modernization

PROPOSED EDUCATIONAL SPECIFICATIONS



High School Specs – New Construction



High School Specs – Modernization

ENROLLMENT AS A PLANNING DRIVER

Facilities planning is not just about square footage — it is about program access

- Enrollment trends affect facility capacity/flexibility.
- Physical space can limit program availability.
- Right-sizing facilities ensures sustainable, efficient operations.

BOND PROGRAM CONTEXT & FUTURE DIRECTION

- Original FMP assumptions under the $516 million Measure O Bond – ***focused on infrastructure upgrades.***
- Passage of Measure R $900 million Bond changes the context .

Key Considerations:

- Balance equity, fiscal responsibility, and long-term outcomes.
- Do we continue prioritizing infrastructure upgrades at existing campuses?
- Evaluate full campus rebuilds to meet Educational Specifications?

LOOKING AHEAD

- Where to find additional information
- How to submit follow-up questions
- Introduce Site Specific Examples
- Continued Community Engagement

QUESTIONS