Superintendent's Facilities Advisory Committee

Facilities Master Plan Overview

April 1, 2026

WELCOME AND 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.

ENERGY & SUSTAINABILITY SURVEY

Key Themes

- Strong Support for Expanded Solar Installations Across Campuses
- Support for Battery Storage to Improve Emergency Preparedness and Operational Resilience
- Positive Feedback on Solar Shade Structures for Student Comfort
- Limited Support for EV Charging With a Preference for Controlled Access and Phase Implementation
- Interest in Coordination With Pasadena Water & Power to Maximize Incentives
- Suggestions for Window and Building Envelope Upgrades
- Emphasis on Leveraging Campuses as Community Resilience Hubs

Overall Priority: Advance Projects That Reduce Costs and Improve Reliability

PASADENA
Unified School District

SFAC Committee Meeting

Facilities Master Plan

Update Services

April 1, 2026 – 5 pm – 7 pm

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Our Team



Dr. Regina Stanback Stroud
CEO



Pcyeta Stroud
Community Engagement Facilitator



Dominique Benavides Becerra
Researcher & Community Engagement Facilitator



Mariana Lavezzo
Principal
Project Director
Conceptual Design Lead



Anton Blewett
Principal
Educational Strategy Lead
Prioritization Lead

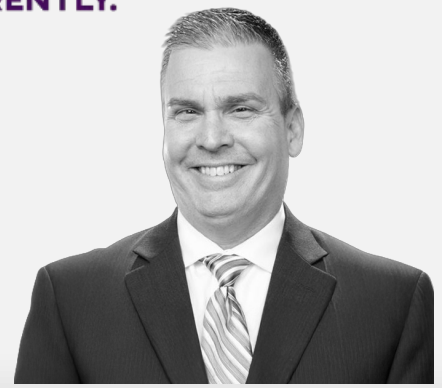
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Sandro Alberti
Sandro Alberti Design
Optional Interactive Website



Gregg Young
Bureau Veritas
InMapz - FCA Verification
Deferred Maintenance



Scott Hansen
Hansen Global Industries
Capacity Studies



Ryan Craven
HLCM
Cost Estimating



Stewards of the Public Trust

- Equity Centered Leadership
- Early Engagement
- Transparent Process
- Strengthen Legacy
- Future Proof Decisions And Use Of Resources

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Values

Cultural Competency

Equity

Accountability

Collaboration

Fiscal Responsibility

Strategic Pillars

Learner-Focused Instruction

Outstanding and Respected Employees

Quality Learning Environment

Effective, Responsive and Accountable Organization

Purposeful Collaboration with Families and Communities to Increase Trust

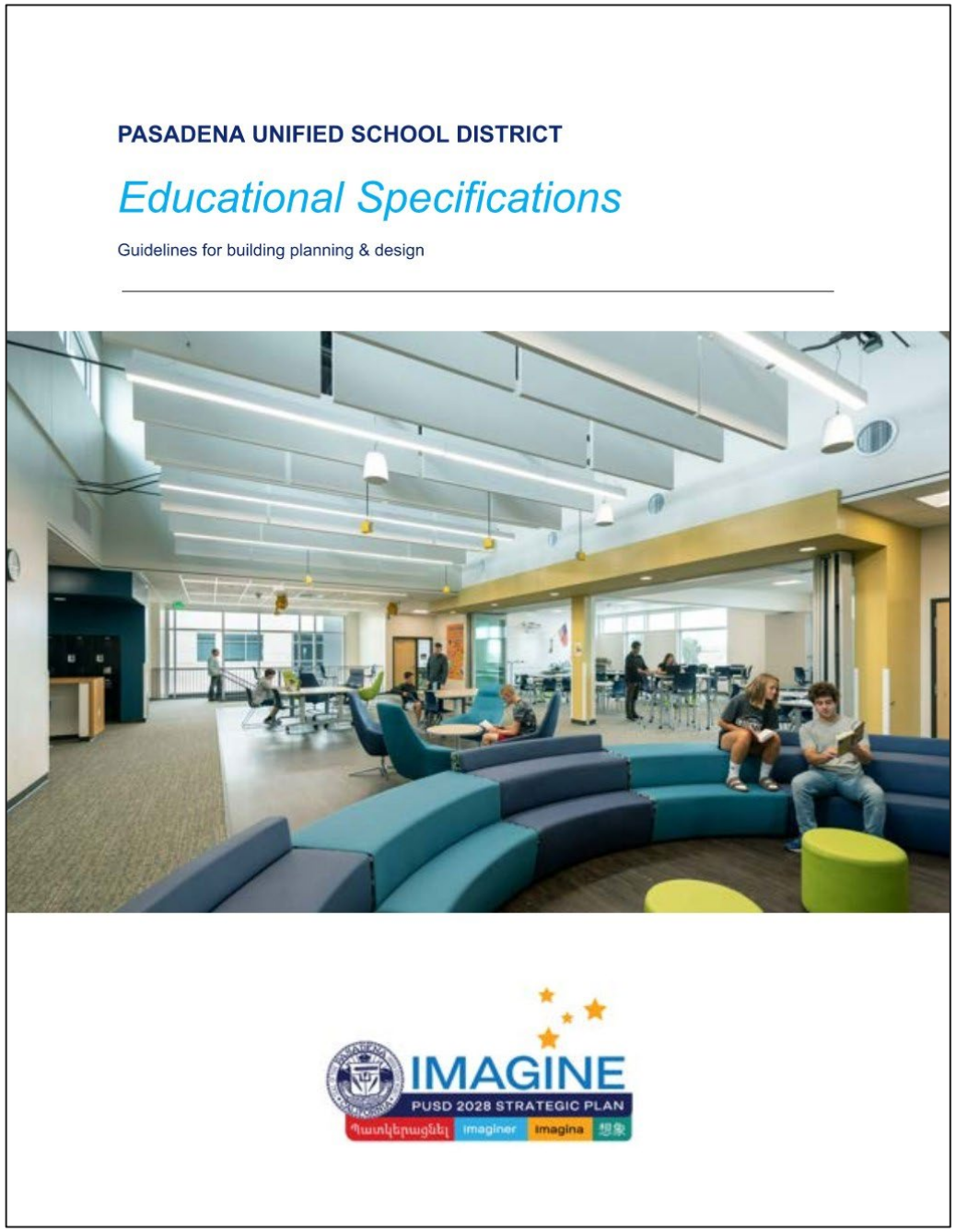
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RFP Recap

1. Asset Management
2. Center all voices
3. New Ed specs integration into 2023 Master Plan
4. Capacity Studies based on new demographics
5. Prioritized projects list
6. Prioritization tool for refining phasing timelines



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4 Focus Areas of the EMP

Learner-Centeredness

Flexible Spaces

Wellbeing

Community Partnership

Design Guidebooks

PASADENA UNIFIED SCHOOL DISTRICT

ELEMENTARY SCHOOL DESIGN GUIDEBOOK

MIDDLE SCHOOL DESIGN GUIDEBOOK

HIGH SCHOOL DESIGN GUIDEBOOK

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Process

People Involved
- Community & SFAC
- Consultants and Staff

Event Type
- Workshop
- Site Meeting
- Community
- Forum Action Item

SFAC Workshop 1
- → Kick-off
- → Develop Planning Principals

School Site Committee Workshop 1
- → Listen to what is and is not working to identify systemic challenges and aspirations
- → Understand "projects that address priorities" through intentional evaluation of past projects

Action Items
- → Synthesize campus challenges and aspirations into Conditions for Success
- → Early thinking on high-impact strategies to address challenges

SFAC Workshop 2
- → Sensemaking of systemic challenges and aspirations
- → Review of facility data
- → Develop preliminary priorities

Community Forum and Survey 1
- → Listen to what is and is not working to identify systemic challenges and aspirations
- → Understand "projects that address priorities" through intentional evaluation of past projects

Action Items
- → Stabilize Global Priorities
- → Translate priorities using Educational Specifications and Educational Master Plan into design strategies and campus projects

SFAC Workshop 3
- → Translate Global Priorities into signature Design Strategies
- → Evaluate, refine, and prioritize a few potential campus projects

Action Item
- → Incorporate input on campus projects using FMP Workshop 3 insights

School Site Committee Workshop 2
- → Review alignment of proposed projects in delivering campus priorities

Action Items
- → Finalize campus projects
- → Board share

SFAC Workshop 4
- → Sensemaking of campus project landscape
- → Introduce prioritization methodology

Action Items
- → Build the initial tool
- → Sketch scenarios for project lists

SFAC Workshop 5
- → Test the tool: identifying the "what" we invest in and "where" we invest

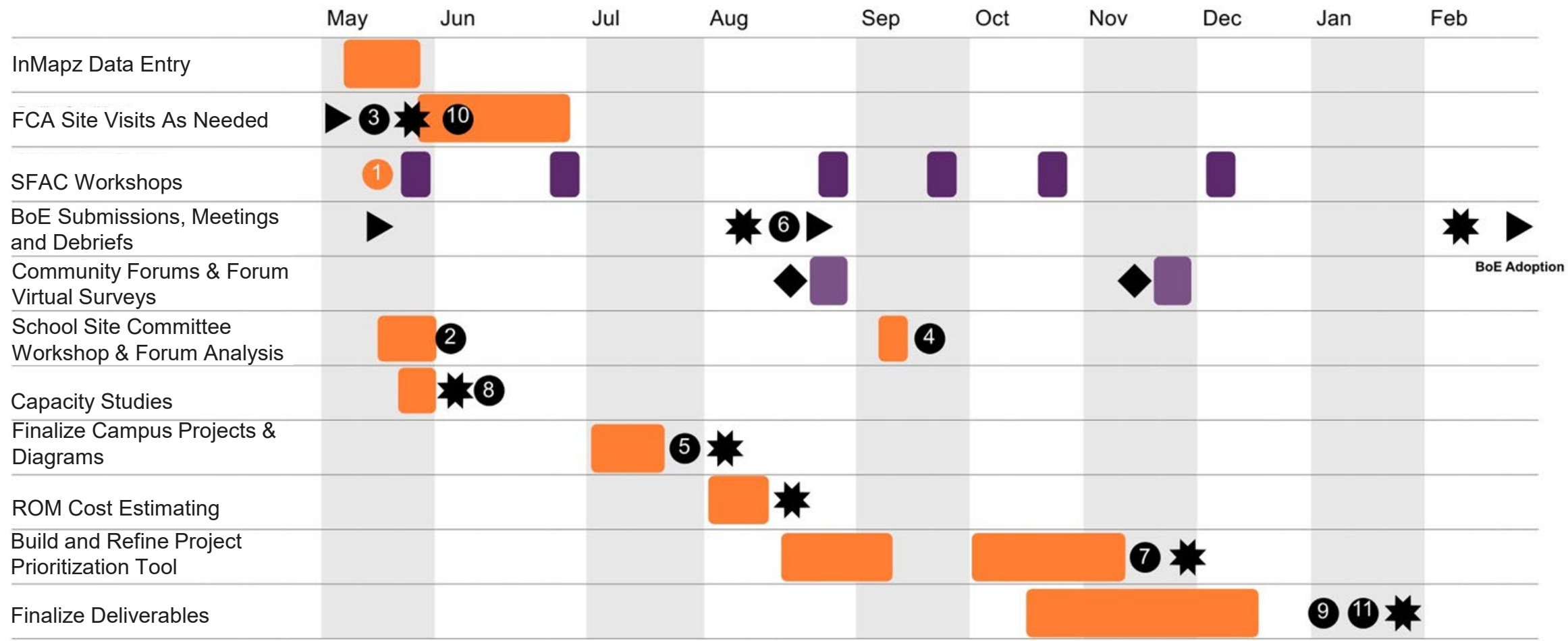
Community Forum and Survey 2
- → Present situation and decisions: scale of need versus resources
- → Review projects with community: What did we get right? What needs to change?

Action Item
- → Refine the tool and project list

SFAC Workshop 6
- → Review community-prioritized list and refined project prioritization methodology
- → Sign-off

Action Items
- → Finalize deliverables
- → Board of Education adoption

Revised Draft Schedule



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Activity 1



ACTIVITY 2

Building Capacity for Equity-Minded Planning



PASADENA Unified School District

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School Experience

“Provide support for issues at home (hunger, lack of sleep, language) such as a place for families to wash clothes or for students to sleep if needed. Offer resources and academic support for ELLs, students with disabilities, and struggling students.”

“Give students skills that build autonomy and resilience, while supporting them to focus wholly on their studies and excel in school. Many students work, watch siblings, and face hardships that take priority over school. We need a system that eases these burdens.”

“Don’t neglect schools needing improvements while building new ones. Follow through on promises to update community schools.”

“We need schools where students are treated with respect, where they feel listened to and valued by the school community. A place where the well-being of the students is looked after, where inclusion is promoted, and students are made aware of the importance of inclusion.”

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Traditional Planning Process

“The small things get moved off the table because they weren’t the big things to the [architect]. But the small things aren’t small things. The small things are big things. They are big things to our community.

“I have stopped many projects that failed to include community voices. If community wasn’t brought into this process, I would have stopped this one too. I felt genuinely listened to and a key part of the design process. I look forward to the day when I tell my grandkids that I had a hand in making it possible.

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Traditional Engagement Process

"Take it on the road, into the streets. To change the outcome, we have to change the way we reach folks."

"Do the work in people's native languages, so they can articulate their ideas."

"We need intergenerational problem solving."

"Adapt sessions for different communities, especially underserved or overlooked ones like the unhoused community."

"I would rather people be upset with the District for being truthful rather than stringing people along. We need to enter a truthful partnership where we can be honest about shortcomings."

"Come to the table, admit what has been done wrong, come from a place of humility, and come with an acknowledgement of mistakes made. The District needs to be authentic about the mistakes, and take notes on what is being said."

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Traditional Engagement Process

"Be honest with us. Is this true engagement or are you just checking boxes?"

"I am frustrated with the amount of plans and money spent on planning with no concrete examples of where the plans have gone."

"The decisions have been made already, the District is just looking for us to go along with them."

"We are engaged at the beginning and the end, but what happens in the middle? Building of community is part of the in-between."

"We tell you what the community needs, and we hear that things are going to be hard and have tough decisions. We understand this. We want to be meaningfully engaged, have a conversation, and have input."

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Prompts for discussion

Purpose and Equity Lens

How does the planning process identify and address systemic challenges and disproportionalities in student experience?

Community Expertise

Are community members treated like real experts in their own experience, or just invited to share comments?

Access and Participation

Is the district making it easy for community members to join in ways that work for them, or expecting them to fit into the district's preferred format?

Listening

Can community knowledge change how needs are understood, or is it treated as extra information on the side?

Decision-Making

Do community members have real influence over what happens, or are they mainly being asked to respond to a pre-set plan?

Transparency and Communication

How clearly does the process explain what is happening, how decisions are made, and how community input affects the outcome?

Continuity and Accountability

How does the process create follow-through, accountability, and ways to correct course over time?

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thank you

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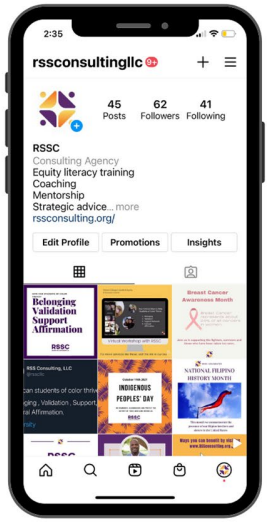
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QUESTIONS

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