

A Report to Inform the Educational Master Plan for Pasadena Unified School District

September 2016





September **2016**





Executive Summary



The journey begins with the end in mind – the vision of the optimal future of the PUSD

We are the first choice in education for families and students who value academic excellence, innovation, and diversity in programs and students. We will maximize our fiscal, human and community resources to prepare our students today for the opportunities of tomorrow, provide and supportive environment, cultivate individual abilities and talents, graduate our students ready for college and career success, enable our students to be responsible and productive citizens, and become the employer of choice.

The beginning of the journey

This Educational Master Plan first grew out of the work of a committee convened in 2014-15 to go beyond aligning the three legs of facilities master planning (Programs, Facilities, and Demographics) to focus on three essential areas and questions below:

- **Equity** – how do we integrate students from all sub groups; create equity of programs across the district for all students; and strengthen all schools' core academic offerings (yet offer distinctive programs)?
- **Access for all students** – Open enrollment vs. Neighborhood Schools – where on the continuum do we want to be?
- **Quality learning environment and sustainable campuses** – what is the appropriate/sustainable school size?

A Master Planning Team was then given a scope of work to develop a clear vision for the above, measure and analyze data related to current realities and stated priorities of the Board, and to direct staff to develop plans and processes to meet these priorities as well as design an effective monitoring and evaluation system to ensure their efficient implementation.

This Educational Master Plan presented here in 2016 represents a distillation of the work to date and consists of three components.

1. **The Educational Master Plan Report** - lays out seven recommendations as well as research, data, study findings, survey results, and stakeholder input to provide the context for decision-making and strategic planning moving forward. The report lays out the ideals and values of the PUSD, from Instructional Design to its Graduate Profile to its Strategic Plan.
2. **The Road Map** is a five-year implementation plan for achieving the strategic directives and goals of the PUSD, informed by the recommendations of the EMP
3. **The Educational Specifications** delineate guidelines for facilities that meet the recommendations outlined in EMP report

A guide for future planning

The EMP Road Map is then a guide for how the PUSD will move towards achieving the vision laid out over the next five years and beyond. The action plans within it are aligned to existing district plans and each generally stems from a more extensive set of plans and recommendations described in previous sections of the EMP Report. As each of these are continually being revisited and reviewed, this Road Map is designed to be used in conjunction with the annual Local Control Accountability Plan (LCAP), Budget and other plan updates so that the actions within it can be continually prioritized, reviewed, monitored and revised periodically instead of developing a new Educational Master Plan Road Map each year. An example of how new planning documents will be added is in the Appendix to the Road Map.

> Recommendations

This Educational Master Plan sets out the following seven recommendations in the areas of policy, practice, and public engagement. All stakeholders—from parents and students to community members, business leaders, educators, and policy makers—will play a role. High-quality, highly desirable schools will result, welcoming students from across the District in a comprehensive open-enrollment system that values academic excellence, access, and equity for all.

1. To ensure that students learn in meaningful and active ways, the District will provide caring, engaging, and challenging experiences for every student, every day, in partnership with families and the community. Guided by the 2016 Parent Survey results and parent group recommendations, the five-year Road Map has strong focus on academic rigor, school safety and security and customer responsiveness as well as equity and access.
2. To ensure that every school and classroom meets the challenges of 21st-century learning, the District will recruit, place, and retain teachers and leaders with exceptional qualifications, sustaining them through professional development linked to teacher performance standards, student data, and community needs.
3. To facilitate the necessary management supports for high-performing learning communities, the District will review and revise its communication mechanisms with school sites regarding such fundamental services as operations, maintenance, and budget.
4. To ensure that no PUSD student lacks access to a high-quality school environment, the District will assess and improve its assignment process for schools of choice.
5. To meet the social, emotional, and academic needs of widely variable learners, the District will provide robust supports for the development and well-being of all students, at risk or not.
6. To harness and organize the energies and resources of its community partners, the District will ensure that all its divisions collaboratively develop, align, coordinate, and routinize effective practices to support the contributions of valued contributors.
7. To propel all teachers and students toward high performance in a changing world, the District will upgrade facilities to provide the spaces and technological infrastructures capable of connecting people as learners and leaders.

In the course of implementing the five-year Road Map, the Executive Leadership Team will determine the strategies and processes needed to accomplish desired actions. Existing resources will be (re)prioritized to fulfill the recommendations above and measurements taken to determine the return on investment. A project management team or Division will be assigned to each recommendation and utilize the process below to implement. A comprehensive planning process that includes meaningful stakeholder engagement to help guide decisions, program and budget development is described in Road Map.

A Note from the Authors of the Report

Architects of Achievement (AofA) with WLC Architects came to the writing of this Educational Master Plan through a deep and intensive collaboration with Pasadena Unified School District. We facilitated countless meetings, visited numerous schools, interviewed an impressive collection of community partners, and led staff on inquiry-based study tours to high-performing educational facilities.

Our task has been to strategically consider how educational programming and facilities design can best enhance student achievement. We offer in this report the ideas that resulted from that thinking, informed by our decades of experience bringing the “architecture of achievement” to groundbreaking educators around the world. (A companion piece to this report, entitled “**Pasadena Unified School District Educational Specifications,**” offers a robust set of guidelines for future PUSD facilities.)

PUSD’s leaders and partners will provide meaning and context, and ensure that both staff and students pursue opportunities of strength and success.

Of one thing we can be certain: Relationships matter. They forge the crucial bonds between students and their schools, and provide the foundation for vital connections between those schools and the larger community.

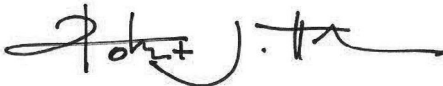
With deep admiration for the District’s leaders, principals, teachers, parents, specialists, partners, support staff, and students, we dedicate this Educational Master Plan to them. Our work would not have been possible without their keen insights.



Victoria Bergsagel
Founder, President,
Architects of Achievement



Kathleen Cushman
Researcher and Writer,
Architects of Achievement



Robert Hensley
Chairman, WLC Architects



Acknowledgments

The Making of This Report

Many key stakeholders contributed their views and their efforts to the making of this Educational Master Plan Report, including District staff, teachers, parents, and other community members. Important steps in that process included creating both the PUSD Graduate Profile and the District's Strategic Plan. Those efforts corresponded with other targeted work, which began with a Master Plan Team. That group divided into two committees: one organized parent focus groups and gave extensive input on survey development; another visited schools in the region and brought back ideas for innovative structures and practices. In a concurrent process, a Design Advisory Team formed; some of its members set out on study tours to high-performing California schools, gaining insights about how instruction can drive construction. This group also took responsibility for developing the Educational Specifications for new and improved facilities, spelling out guiding principles and key requirements. The Executive Leadership Team helped lead the entire ambitious effort, in a thoughtful, staged process of data gathering, analysis, reflection, and synthesis.

The names of participants in this process appear on the following page in alphabetical order, with enormous appreciation for their work and wisdom.



Meg Abrahamson, Assistant Superintendent, Planning, Innovation, Accountability & Student Services

Geoff Albert, Parent, President of the Parent Teacher Student Association (PTSA)

Miguel Almendra, Teacher, Marshall Fundamental School

Christopher Anderson, Energy Manager

Ria Apodaca, Principal, Field Elementary School

George Armada, Chief Steward, Teamsters Local 911

Victoria Bergsagel, Educational Design Strategist, Architects of Achievement

Shawn Bird, Chief Academic Officer

Nelson Cayabyab, Chief Facilities Officer

Hoori Chalian, Director, Innovative Programs

Renatta Cooper, former member, Board of Education

Laura Diaz, Parent Engagement Director, Pasadena Education Network

Theresa Doran, Coordinator, Office of Enrollment, Permits and Records

Nancy Dufford, Executive Director, Pasadena Education Network

Lydia Finkley, Parent, District Advisory Council

Paul Goodwin, Goodwin Simon Strategic Research

Bernadette Griggs, Chief Business Officer

Tyron Hampton, Pasadena City Council; former member, Board of Education

Charles Heaton, Principal, McKinley School

Robert Hensley, Architect, WLC Architects

Maria Hernandez, Parent, District English Language Advisory Council

Helen Chan Hill, Director, Professional Development

Jerrell Hill, Assistant Superintendent, Special Education

Tendaji Jamal, Executive Technology Officer

Billie Johnson, Communications Specialist

Kimberly Kenne, Board of Education

Linda Machida, Grants Director, Pasadena Educational Foundation

Natasha Mahone, Parent, African American Parent Council

Brian McDonald, Superintendent

Jessica McFall, Teacher, McKinley School

Steve Mermell, City Manager, City of Pasadena

Dowell Meyers, Professor, University of Southern California

Alvin Nash, President, United Teachers of Pasadena

Scott Phelps, Board of Education

Elizabeth Pomeroy, Board of Education

Mikala Rahn, former member, Board of Education

Hilda Ramirez-Horvath, Communications Coordinator, Parent Engagement

Julie Reynoso, Assistant Superintendent, Elementary

Rosemarie Riley, California School Employees Association

Julie Root, Parent; Community Member

Kathleen Sanchez, Chief Human Resources Officer

Mercy Santoro, Assistant Superintendent, School Support Services

Marisa Sarian, Assistant Superintendent, Secondary

Tom Selinske, former member, Board of Education

Timothy Sippel, Principal, John Muir High School

Colleen Thomas, Community Advisory Council

Scott Torlucci, Davis Demographics

Alison Vai, Communications

Melissa Wilson, Teacher, McKinley School

Konni Wong, Architect, WLC Architects



Executive Summary

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These District actions can drive steady improvement in the next five years

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1 Introduction
**A Transformation
in Progress**

Once a proud and historic place of learning, John Muir High School by the start of the 21st century symbolized the educational predicament of Pasadena Unified School District.

Despite unparalleled wealth of resources in this remarkably diverse urban area, the middle class had largely abandoned its public schools. Neighborhoods marked by de facto segregation and steep socioeconomic divides resulted in stark contrasts among schools. Some did attract families with means, but many others suffered declining enrollment, deteriorating school facilities, and deficient academic performance in a self-perpetuating cycle.

Yet in 2016, a different story is unfolding for both Muir and the District.

Though economic diversity is only slowly coming to Muir High through the District's open enrollment process, its graduates are recently earning acceptance at sharply higher rates to the University of California system. In this school and many others, the District is now poised to launch a new era, marked by dynamic learning spaces, economic and ethnic diversity, equitable access, and academic excellence.

Widely different income levels still characterize the three localities that Pasadena Unified School District serves—Pasadena, Altadena, and Sierra Madre. However, District administrators and educators are building steadily on important groundwork laid in the past decade.

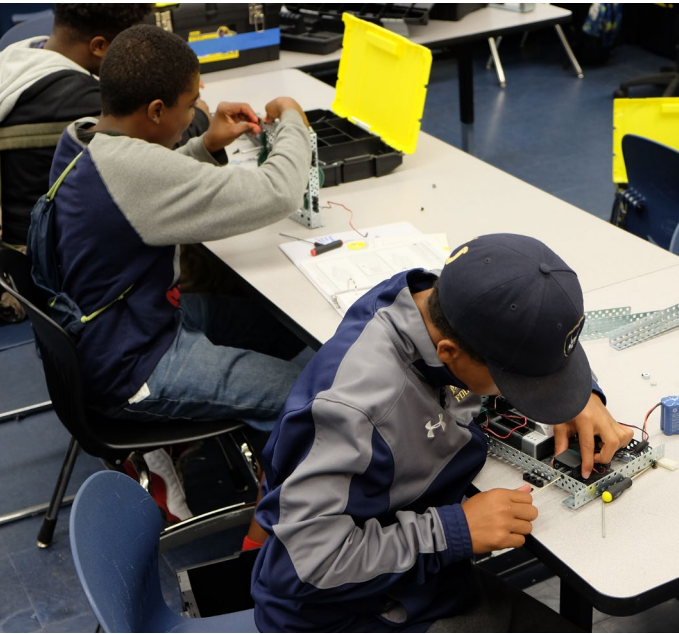
Every family can now choose any school in the District, as long as it has space. Early results show that economic diversity is increasing as schools have transformed with District support.

At the same time, District leadership has ambitious plans to improve its facilities and streamline its operations. Its vision of a world-class educational environment calls for 21st-century standards in its delivery systems as well, including

- Alignment among leaders, teams, and partners
- The dynamic exchange of knowledge
- A responsive and efficient supply chain.

The District's new Graduate Profile makes clear the habits, dispositions, and competencies students must build to succeed in the era to come. Its new academic support system empowers high-performing schools to introduce creative innovations, while it helps struggling schools move steadily toward improvement. Its robust Strategic Plan aligns, systematizes, and coordinates action throughout the District, with a focus on results and accountability.

In all its many dimensions, the ambitious work taking place in Pasadena led directly to this Five-Year Educational Master Plan (EMP). It synthesizes the intensive thinking and planning of leaders throughout the community who have come together in a collaborative process. Their work will guide the District's future improvements to its facilities, so that instruction can guide construction, carrying the PUSD community toward the future it desires and deserves.



Every school now stands ready to launch into a new era powered by the Plan's key elements:

- A Graduate Profile whose common learning goals help guide every PUSD student to graduate as a healthy and culturally competent member of society, prepared for college and career.
- A Strategic Plan aligned with the Graduate Profile — to inform policies, decisions, budget development, and overall operations — which will hold all levels of the District accountable for continuous improvement.
- A focus on excellence in every school at every level, along with a coherent system of economically diverse magnet schools and signature programs from which all PUSD families can choose.
- Learner-centered school facilities that convey a sense of community and belonging, facilitate collaboration and innovation, and showcase student work.
- District-wide structures and practices by which all teachers and leaders can develop their expertise, with levels of support and autonomy that can be matched to the school's needs.
- Effective, data-driven, and aligned processes at the District level for strategic planning, facilities development and use, financial management, and communication with stakeholders.
- Ongoing, coordinated outreach at the school and District level, to attract families and community partners as key supports for students.
- A cohesive city plan for a coordinated family-centered system that provides early childhood education.
- A District “community schools” agenda to provide comprehensive health and social services at school sites.

“At first, I thought my engineering class was terrible, and I had a pretty bad grade. And then I realized this teaching style was kind of figuring it out for yourself. So I ended up figuring it out — and now I really like it! I think that it’s going to help us later on.” (Perry, student)

With a surge of confidence and energy, the PUSD community in 2016 is steadily increasing access, equity, and excellence in its schools.

Superintendent Brian McDonald has put in place a strong new leadership team, and as a result, a positive climate of trust, respect, and collaboration is beginning to take hold. At every level, District strategies and decision-making will now rest on meaningful data, reflective analysis, collaborative planning, and a shared commitment to creating a new way forward.

This five-year Educational Master Plan contains exciting evidence that such transformation is under way in many PUSD schools. In the words of a student named Perry, “figuring it out for yourself” is where the real learning takes place.

Every resident of Pasadena, Altadena, and Sierra Madre has an important stake in working with PUSD to “figure it out for ourselves” as a community of lifelong learners. That work is a transformation in progress—and its rewards are already evident. It’s time to come together and act with a powerful purpose.

For all learners, in every school . . . PUSD is ‘ready for lift-off!’



OUR GRADUATES...

CRITICAL THINKER

- Analyze and evaluate information critically and competently
- Propose solutions based upon studied data
- Have the ability to quickly and easily adapt knowledge and skills to new environments (cognitive flexibility)
- Demonstrate perseverance
- Effectively solve problems

CREATIVE & INNOVATIVE THINKER

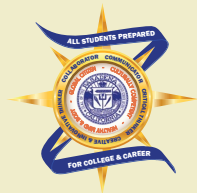
- Create original work that demonstrates thoughtful and reflective approaches
- Provide original solutions to problems, analysis, modeling, prototyping, and testing
- Use obstacles and setbacks as opportunities to learn, reflect, and improve

COMMUNICATOR

- Acquire multilingual verbal and written skills
- Advocate for their future and communicate personal values
- Write with precision, clarity and coherence appropriate to task and audience
- Listen effectively to decipher meaning, values, attitudes, and intentions
- Deliver information effectively in multiple formats

COLLABORATOR

- Share responsibility for collaborative work, and value individual contributions made by each team member
- Practice interpersonal and social skills in order to build positive relationships with peers and adults
- Work effectively on diverse teams
- Build consensus while making decisions



PUSD GRADUATE PROFILE



PREPARED FOR COLLEGE & CAREER

- Demonstrate academic and professional excellence (including content mastery and academic skills in reading, writing, and math)
- Gather, filter and synthesize information from a wide variety of sources
- Create new ideas based upon strong content knowledge
- Possess self-discipline and appreciate the importance of goal-setting
- Acquire strong organizational skills to support academic and personal growth
- Have the option to complete courses that satisfy A-G requirements for University of California and California State University eligibility
- Are prepared for the post-secondary program of their choice in college, career, vocation or employment
- Are reliable, punctual and professional with proper etiquette
- Possess financial literacy and basic money management skills
- Are equipped with a range of interpersonal, academic, vocational, and technological skills
- Possess career skills that will enable them to compete locally and globally

EXTERNAL & INTERNAL VALUES- CULTURALLY COMPETENT CITIZEN

- Are contributing members of society
- Understand their own and others' cultural heritage
- Use their cultural knowledge to engage in a diverse world
- Value and use the arts as a fundamental form of human expression
- Behave with integrity; are responsible for their behavior, actions and choices
- Are compassionate and have empathy toward others
- Volunteer and give back to the community
- Value and support family and community
- Connect learning to local, national and global events
- Return to PUSD community

HEALTHY MIND & BODY

- Become lifelong learners and find joy and satisfaction in learning
- Are positively motivated
- Are internally driven and resilient to overcome challenges
- Have respect for themselves and others
- Build self-confidence and pursue their passions
- Are independent and self-sufficient
- Are resourceful and willing to take risks to reach their goals

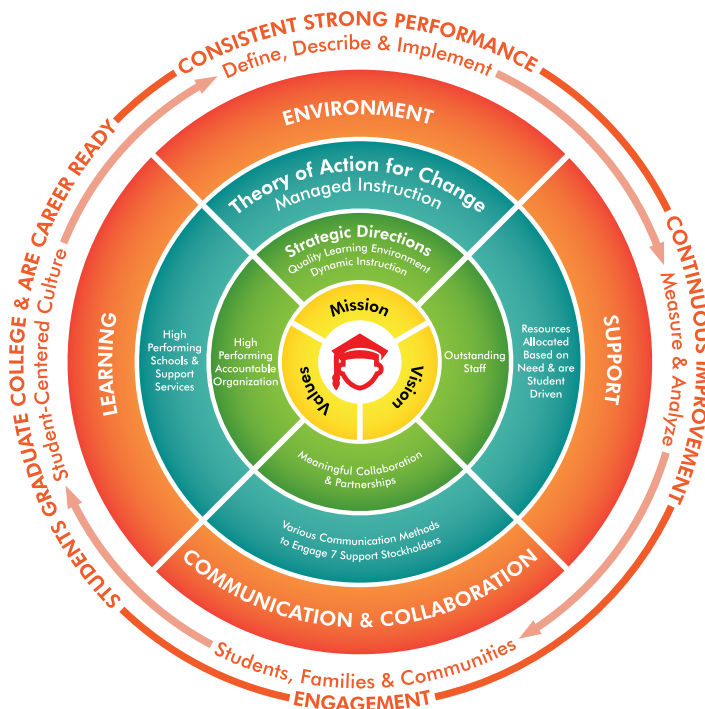
Approved on 5/22/14

➤ Along with the vision of a world-class education come ambitious plans to transform PUSD school facilities to meet the needs of a changing future.

Picturing the District's Strategic Plan

This visual representation of the [Strategic Plan for Pasadena Unified School District](#)¹ illustrates a framework for both District and school-level improvement. It aligns the District's core beliefs, mission, values, strategic directions, and theory of action with [PUSD's Graduate Profile](#).² The Strategic Plan will inform policies, decisions, budget development, and the overall operation of the District, in order to drive forward results. The Board of Education will use the Strategic Plan at a macro level, to guide high-level policies which the organization then will operationalize.

Embedded in the Strategic Plan framework is routine measurement of programs and services to ensure continuous improvement and accountability by all levels of the PUSD team. It embraces a new way of doing business and a systematic approach that will drive PUSD towards becoming a district known for excellence.



Pasadena Unified School District 2016 - 2020 Strategic Plan



The Power to Transform A Superintendent Looks Ahead

Through the lens of his past as a Jamaican immigrant, Superintendent Brian McDonald sees Pasadena today as a compelling story of transitions and transformation.

"We all bring to our school challenges our own experiences of what it means to live in community," he said.

In the truly unified District he envisions, schools in every neighborhood would thrum with intellectual excitement. Every student and family would earn respect for what they brought to the mix. And instead of confining teachers and young learners, the spaces in school buildings would invite the engagement that opens minds and changes lives.

Dr. McDonald spent three years in PUSD as Chief Academic Officer, and the District's new Graduate Profile developed from the teamwork of that period. In his first year as Superintendent, he replaced most of his executive leadership team with new talent.

"You can't change the culture of the District," he said, "without changing the systems that were not serving our employees and our families well."

In May 2016, the Superintendent named a new program coordinator for the District's Equity and Access program, to ensure challenge for students of every ethnicity and background. He is taking deliberate steps to strengthen community partnerships. He envisions a web of support for families, through "community schools" that help bolster academic success by locating health and social services on their premises.



With clear and agreed standards of excellence, targeted interventions, shared leadership, and a determination to have instruction drive construction, this Superintendent has confidence that PUSD has both the will and the skill to transform its educational environments. "We're moving full steam ahead," he declared.



Research
2 **Two Expert Reports,
Ten Years Apart**

Research

Two Expert Reports, Ten Years Apart

In 2006, when the District’s educational foundation commissioned the renowned education researcher Richard Kahlenberg, a senior fellow at the Century Foundation, to report on the state of PUSD, the District’s schools did not represent the economic diversity considered vital for achieving equity and excellence for all.

A worrisome number of families, especially those at higher socioeconomic levels, were choosing to send their children to private or charter schools. Surveys showed that concerns about academic quality and school climate ranked as major factors in their decisions.

Now that tide has begun to turn. In spring 2016, Dr. Kahlenberg revisited PUSD to find that his [recommendations of a decade before](#)³ had begun to bear fruit.

- Federally funded magnet schools and high-quality “signature” academic programs in schools (which the 2006 report had called for as a key District strategy) were drawing students from every area of the District, and beyond. Families had full choice among schools, which was beginning to create socioeconomic diversity, although equity problems remained (such as a lack of free transportation to facilitate the school choices of low-income families).
- A sea change in academic standards aligned to 21st century skills was also under way, with PUSD schools working toward Common Core State Standards in English language arts, mathematics, and college and career ready skills; Next Generation Science Standards; and the Career Technical Education (CTE) Standards for California Public Schools.
- Across the District, schools were forging robust partnerships with local industry and the arts, and launching college and career pathways for students in all five PUSD high schools.

In his 2016 report (called “Stronger Together”⁴), Dr. Kahlenberg emphasized the importance of building on these accomplishments in the years ahead.

He described substantial and compelling recent research demonstrating the high public and private return on investment in socioeconomic integration of schools. That return, he noted, “exceeds almost all other investments in education (private school vouchers, reduced class size, and improvements in teacher quality) with the exception of investments in very high quality early childhood education.”

He cited new research that closely relates the socioeconomic composition of a school to rates of high school graduation and college enrollment. And he reviewed the research on cognitive and cultural competencies that accrue for learners in a diverse educational setting.

Above all, Kahlenberg's 2016 report emphasized both PUSD's challenge and its opportunity.

Fully 45 percent of students residing within the District's attendance boundaries — more than 13,000 — did not attend PUSD schools in 2015–16. If some of these pupils are attracted back into traditional public schools, the school district could be transformed from one that educates a predominantly low-income population (62.5 percent qualify for free or reduced-price lunch) to one in which all (not just some) of the schools provide a great education to a healthy mix of students from all economic, racial, and ethnic backgrounds.

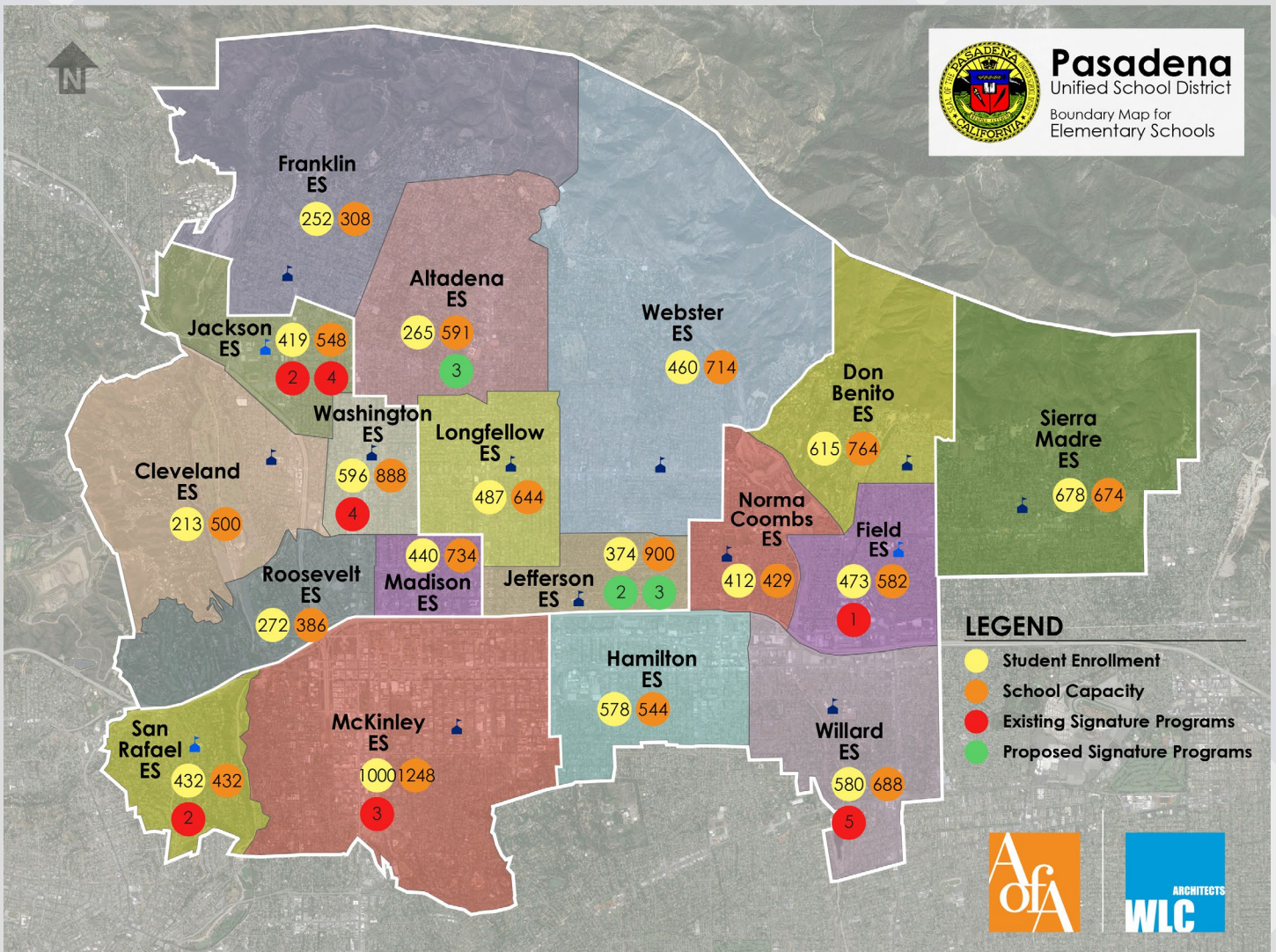
Dr. Kahlenberg offered eight recommendations, each supported by compelling research on similar actions taken by successful districts from around the nation. Pasadena Unified School District, he proposed, would benefit by:

1. Learning from its mistakes in magnet school implementation, which resulted in varying levels of “magnetism.”
2. Building on its successes (such as the Dual Language Immersion Programs).
3. Sharpening its partnerships with the scientific and arts communities to create two selective 6–12 magnet schools in those fields, with equitably weighted admissions to attain socioeconomic diversity.
4. Creating attractive new signature programs that have strong academic appeal (such as public Montessori schools).
5. Implementing equity safeguards in its school choice policies and procedures, as well as its schools' operations.
6. Seeking sustainable funding for magnet and signature programs to possibly include the federal Magnet Schools Assistance Program (from which the District already benefits), the proposed federal “[Stronger Together](#)”⁴ program for socioeconomic school integration, the [Federal School Improvement Grant program](#)⁵, and/or a local parcel tax.
7. Supporting strong early education programs and “community schools” that bring together many partners to offer a range of supports and opportunities in high-poverty environments.
8. Ultimately, creating an all-magnet/signature district, where all PUSD students have access to excellent, economically integrated schools.



Compelling research demonstrates the high public and private return on investment in socioeconomic integration of schools.

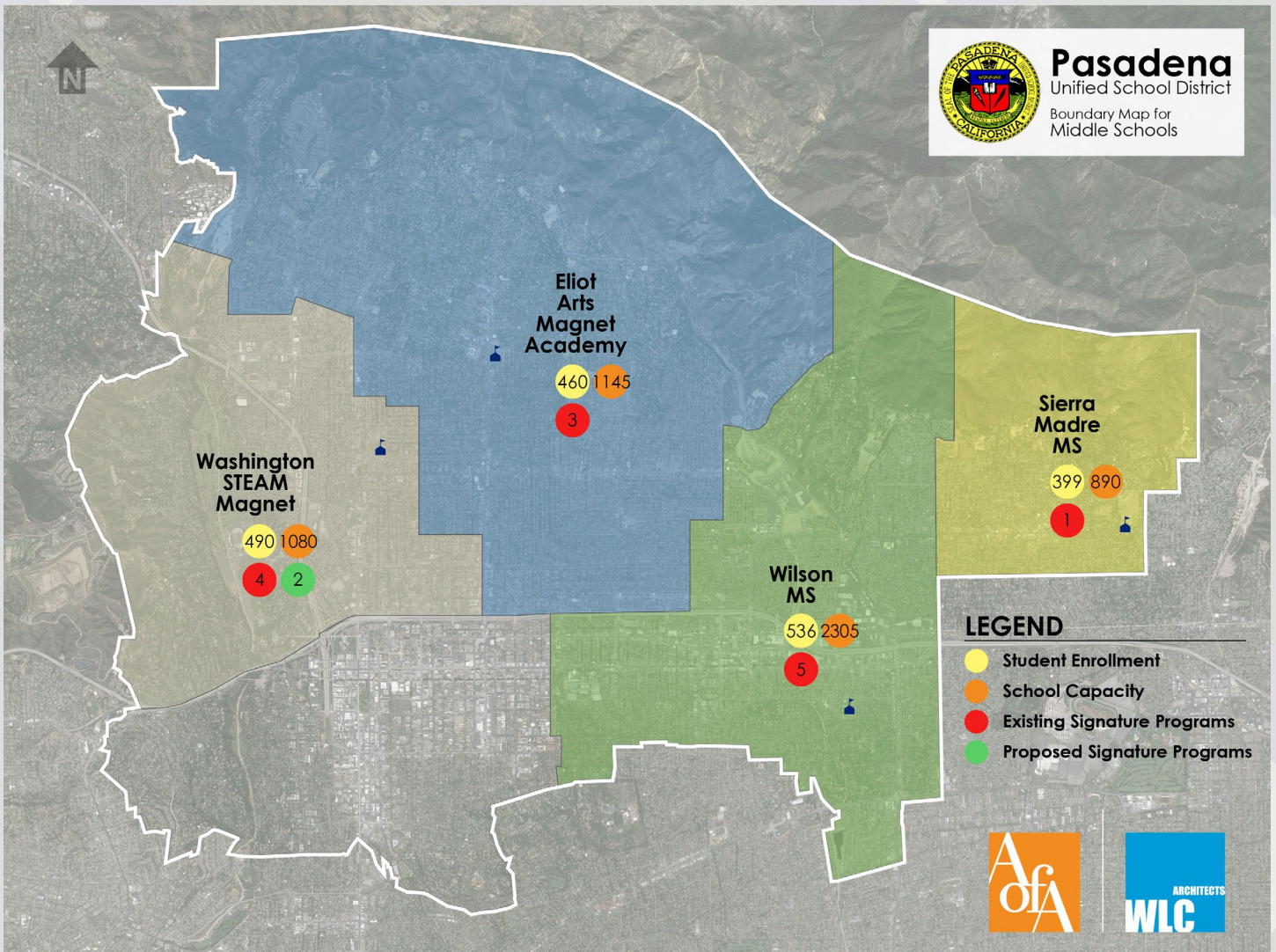
Boundary Map for Elementary Schools



Elementary School Signature Programs

Mandarin Dual Language Immersion Program	1 Field	1 Altadena
Spanish Dual Language Immersion Program	2 Jackson	2 San Rafael
Arts	3 McKinley K-8	3 Altadena
STEM/STEAM	4 Jackson	4 Washington ES
International Baccalaureate (IB)	5 Willard	2 Jefferson
		3 Jefferson

Boundary Map for Middle Schools

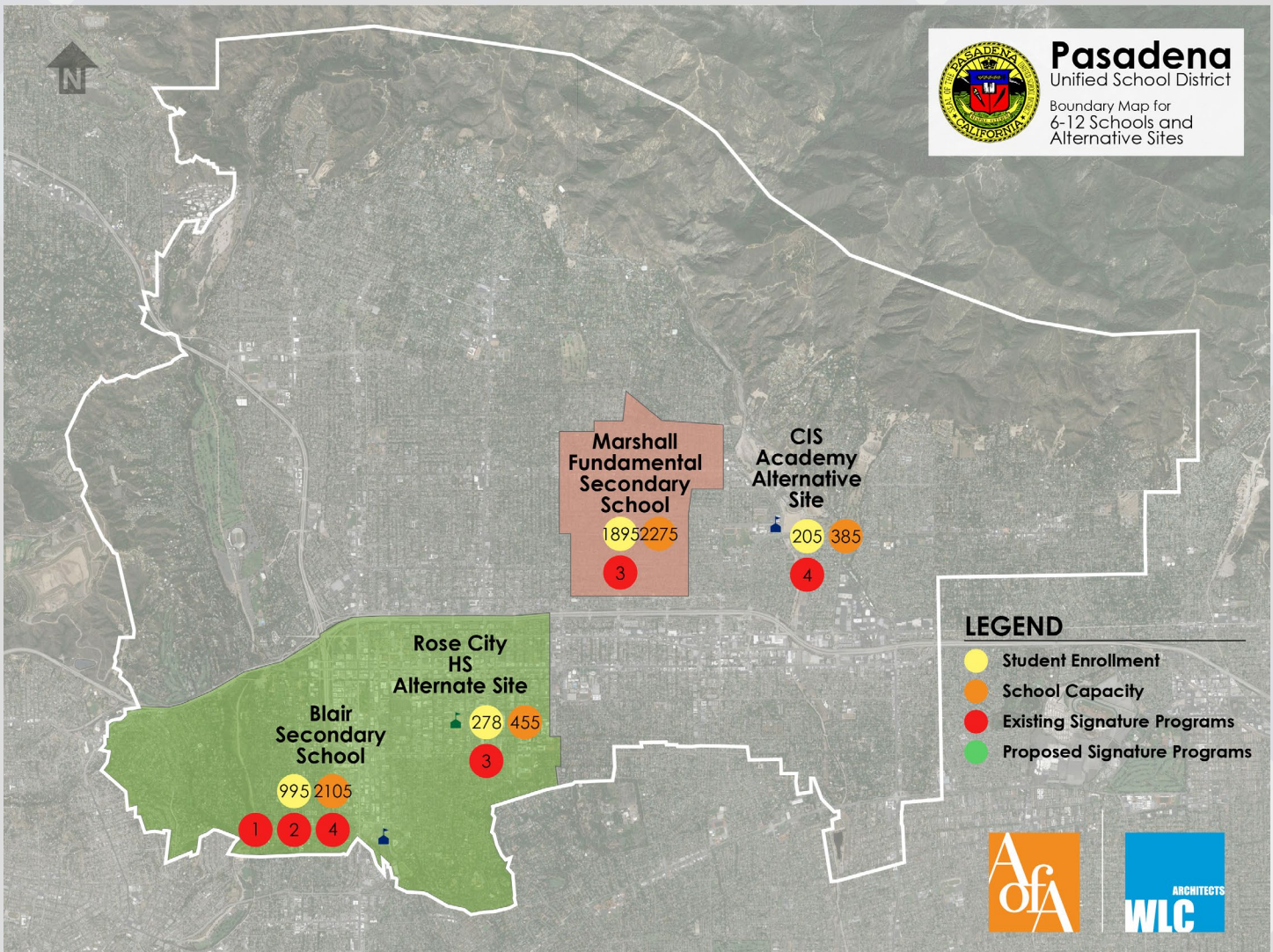


Middle School Signature Programs

Mandarin Dual Language Immersion Program
 Spanish Dual Language Immersion Program
 Arts
 STEM/STEAM
 International Baccalaureate (IB)

- 1 Sierra Madre MS 6-8
 - 2 Washington MS
 - 3 McKinley K-8
 - 4 Washington MS
 - 5 Advanced Scholars/ Comp Tech @ Wilson MS
- 3 Eliot MS

Boundary Map for 6-12 Secondary and Alternative Schools



Secondary 6-12 and Alternative School Signature Programs

Spanish Dual Language Immersion Program

International Baccalaureate (IB)

Arts/Design

STEM/STEAM

1 Blair 6-12

2 Blair 6-12

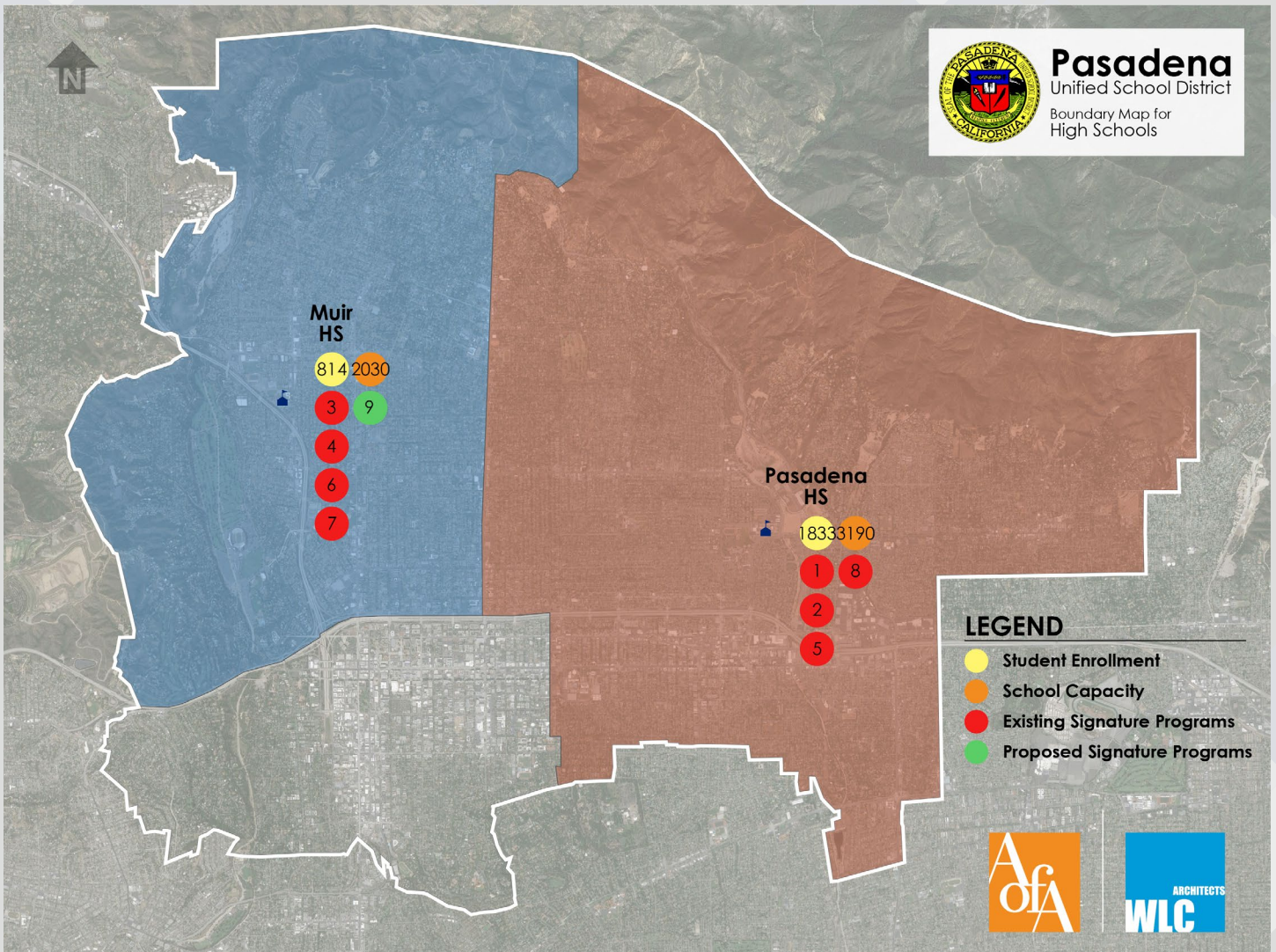
3 ACI-Academy of Creative Industries @ Marshall

4 Medical Arts @ CIS Academy

4 HCA-Health Careers Academy @Blair

3 Building & Design @ Rose City

Boundary Map for High Schools



High School Signature Programs

Mandarin Dual Language Immersion Program
College and Career Pathways

Early College High School

- 1 Pasadena HS
- 2 APP Academy @ Pasadena HS
- 3 Arts, Entertainment and Media @ Muir HS
- 4 Business and Entrepreneurship @ Muir HS
- 5 Creative Arts, Media and Design @ Pasadena HS
- 6 Culinary Arts and Hospitality Academy @ Muir HS
- 7 Engineering and Environmental Science Academy @ Muir HS
- 8 Law and Public Service @ Pasadena HS
- 9 John Muir HS



3

Stakeholder Input

Outreach and Responsive Listening

Stakeholder Input

Outreach and Responsive Listening

In 2015–16, PUSD enrollment stood at about 17,000 students. Ten years before, that number was 21,000. The District closed six schools in the decade of declining demand that followed. Without an Educational Master Plan to guide it, sometimes it actually renovated schools before closing them.

Starting in 2014–15, the number of students stabilized. Yet in 2016, with 57 alternative private and charter options for parents within PUSD’s attendance boundaries, the District’s 28 schools continue to face tough competition. A striking 45 percent of PUSD-area students do not attend its schools, with the majority exiting the system as they reach middle or high school.

Various non-educational factors contribute to that decline in enrollment — for example, an aging population with a declining birth rate, and the effects of gentrification on area housing costs. However, the District recognizes that the system bears responsibility as well. In a world that rewards complex problem-solving and disruptive innovation, public schools must respond with first-rate programs and teaching.

The 2016 Parent Survey

Recently the District has vigorously sought input from former and current PUSD parents, and listened very carefully to their reasons for opting out — or opting in. A series of surveys and focus groups conducted in early 2016 produced a treasure trove of important input to inform the master planning process.

(See page 21)

At the highest levels of leadership, that close listening resulted in a strong District commitment to improve its own performance over the next five years. From the Superintendent of Schools down to the newest employee, all involved are expected to increase the quality, coherence, consistency, and responsiveness of every aspect of the system. The goal: that PUSD be known for its student diversity, outstanding academic choices, supportive services for students and families, college access and success, and world-class partners in its creative and innovative local economy.



Other surveys informing PUSD schools

The PUSD community also responded to the issue of school culture and climate in other recent surveys.

In the 2013–2014 school year, at least 70 percent of eighth graders completed the Search Institute survey of [40 Developmental Assets](#),⁶ which provided PUSD school communities with valuable information regarding the degree to which their adolescents perceived a range of social and emotional supports.⁷

In 2014–15, grades 5–12 staff, students, and parents in all PUSD schools completed the California Healthy Kids Survey to identify areas of student and school strengths, weaknesses, and related needs. That comprehensive, data-driven, decision-making process guides the District's efforts to improve school climate, learning supports, and engagement, and helps it identify and increase the quality of health, prevention, and youth development programs.

From 2012 through 2016, in an effort that grew from the Search Institute effort, youth volunteers from the Pasadena Unified School District service area developed and conducted a Youth Master Plan Survey. Although attrition does increase at the middle and high school entry points, majority of parents said they were happy with their post-elementary school choices. At public forums, an additional 150 youth and adults contributed input, examined data, identified priorities, discussed the root causes of challenges to successful youth development, and developed several action steps. At a February 2016 joint meeting of the Pasadena City Council and PUSD, the Youth Master Plan team presented its six priority areas:

- Access to healthy food environments
- "Life readiness" opportunities for all youth
- A safe, supportive, and bully-free environment
- A comprehensive system of youth development and support
- Access for all youth to "bikes and buses" as an effective and affordable public transportation system
- Youth-friendly alcohol and drug prevention, intervention, and support services.



Parent Survey Highlights

Major outreach to parents via surveys, conducted for the District by the firm Goodwin Simon Strategic Research between February 15 and March 14, 2016, yielded insights that inform this Educational Master Plan.

Respondents included 1,865 current PUSD parents of K–10 students, 265 former PUSD parents who had left the District for educational reasons, 493 parents from five local charter and private schools, and 65 parents with children in local preschools. In addition, 684 PUSD parents, employees, and community members responded to a survey on the District's website.

Current parents expressed very positive attitudes about District schools overall and about specific aspects of the services provided by the District. In fact, 88 percent were satisfied with their current PUSD school (including 52 percent who were very satisfied).

Three quarters of current parents were satisfied with the choice of District elementary schools available to them. Although parents did express more dissatisfaction with the middle and high school choices available through the PUSD, a strong majority of parents said they were happy with their post-elementary school choices. African American parents were significantly less likely to be satisfied with their school choices than were other parents.

The preschool parents surveyed indicated optimism regarding the choice of District schools available to them. Roughly 70 percent said they would at least consider PUSD schools, and half indicated satisfaction with the District choices for elementary school (though that dropped to 27 percent for middle school choices).

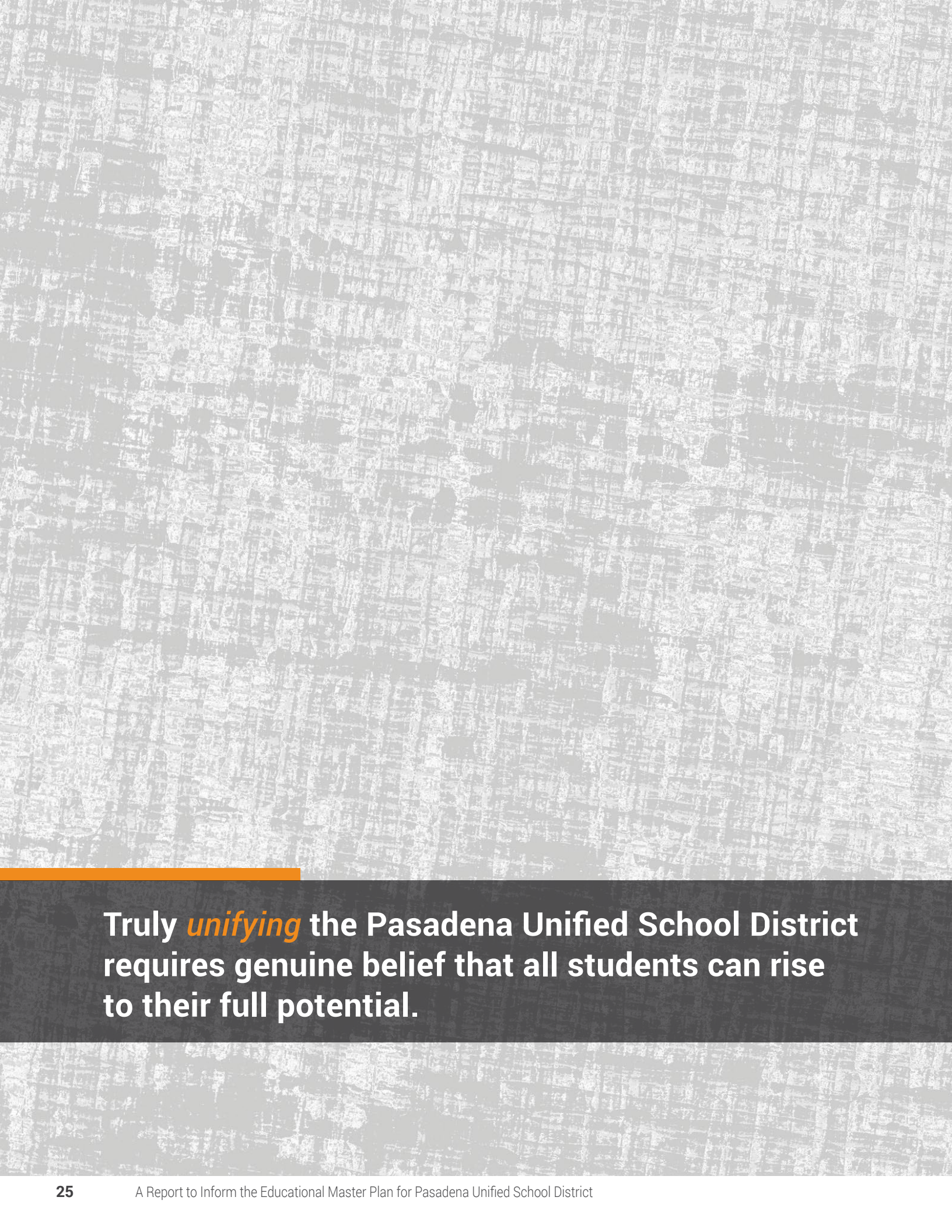
Overall, the surveys found three major areas of concern for parents who left the PUSD system:

- Academic quality and opportunities
- Class size and student behavior
- A perceived lack of District responsiveness to parents.

Current parents rated PUSD staff, academics, responsiveness, and safety much higher than did former parents.

Regarding school facilities, however, the District received less positive ratings, with only 37 percent of current PUSD parents considering them "excellent" or "very good" while 31 percent rated them "fair" or "poor." Comments included:

- "All the buildings are dilapidated and [it] seems that care for the schools and buildings is not a priority."
- "Most buildings are out of date in terms of heating and ventilation systems and external conditions such as paint."
- "The halls were littered with trash and the outdoor area had very little seating. The library was poorly stocked and the computers were terribly outdated."
- "Update buildings, bathrooms, science labs."

An aerial photograph of a city grid, showing streets and buildings from a high angle. The image is mostly in grayscale, with a dark gray/black horizontal band at the bottom where the text is located. A thin orange horizontal bar is visible just above the dark band on the left side.

Truly *unifying* the Pasadena Unified School District requires genuine belief that all students can rise to their full potential.



SCHOOL SNAPSHOT

The McKinley Community Unites Behind its Values

SCHOOL SNAPSHOT

The McKinley Community Unites Behind its Values



McKinley School for the Arts, the only remaining K–8 school in the District, enrolls just over 1,000 students across a very broad spectrum of socioeconomic levels.

As the school endured continual construction in recent years, however, it also experienced multiple leadership changes.

Teachers, parents, and community all agree that the resulting stresses led to serious rifts, threatening to bring down a school that since 2002 had attracted diverse and involved PUSD families.

When Principal Charles Heaton arrived in spring 2015, he made safety his chief priority—to address fundamental matters of physical security, but also to restore the climate of social and emotional trust at McKinley. He started with a five-week listening tour, meeting



individually with everyone from faculty and after-school staff to security officers, bus drivers, and parents. His diagnosis: an “us versus them” mentality between teachers and administrators, and “a divide between elementary and middle—not flattering to the middle—on the part of both teachers and parents.”

Only one year later, McKinley is experiencing a remarkable positive shift in both its school culture and its academic norms. Instead of guarding their turf, for example, teachers now share ideas freely with

colleagues. Several staff members recently visited Summit Public School's innovative model of a competency-based system for the middle grades, and McKinley plans to receive training, technology, and other support in that approach, through Summit's [Basecamp](#) program.⁸

"We're all a lot more focused, much more clear about our goals and our purpose," said Hannah Komancheck, who has taught both grade 4 and grade 8 in her twelve years at the school. "I think teachers now enjoy coming to school."

"The philosophy of instruction has changed," explained Principal Heaton. "We moved to a mindset in which teachers are instructional strategists with the know-how, resources, and time to do that job well. Instead of rows of kids in classrooms, everyone doing the same thing, and the teacher sitting in a chair, we now have communal spaces where kids sit on floors, tables have been reconfigured to social groupings, and teachers can really dig into instruction."

The emphasis on deepening teacher insight and practice (instead of imposing curricular "programs") has also changed professional development here. Every teacher now belongs to a learning community, with small groups geared to individual needs and circumstances. Twice monthly, the faculty gathers to learn from each other and connect with new ideas. Vertical teams of teachers from every grade make monthly "instructional rounds" to observe in several classrooms and reflect on what they see. With strong support from the District, all McKinley teachers now use the "balanced literacy" approach, a workshop model that differentiates and deepens the student experience of reading and writing. And a Math Academy pilot in grades 4 and 5 is introducing students to algebra, trigonometry, and even calculus, sharply accelerating their interest and learning curve.

Student discipline issues have also decreased significantly. In the first year of a three-tiered program that rests on recognizing and rewarding positive student behavior, "we have issued over 4,000 positive referrals,"

said Principal Heaton. Seventy-five specially trained student ambassadors serve on the red-vested Bravo Team, whose members greet adults and peers as they enter the school, make announcements on the public address system, and help choose the privileges their peers receive as rewards. "These kids rehearse!" said Karianna Frey, whose has two children on the Bravo Team. "They're learning how to address anyone in any walk of life."

Over 20 percent of McKinley's students are African American, and closing the achievement gap ranks high on this school's agenda. Honey Malloy, who heads the African American Parent Council (AAPC), also advises the school's African American Student Council, unique in the District. Such organizations, along with the school's English Language Advisory Council (ELAC), "make sure that populations who are usually marginalized play a key role in school decisions," said Principal Heaton.

Notably, McKinley's reputation has risen in the surrounding community. In one year, average attendance rose from 3 to 28 at its monthly tours for parents and students, and the school has added more. Formerly, many families planned to leave McKinley in the middle grades. That trend has now reversed, and interest has also spiked among non-McKinley families with rising sixth graders.





Even more important, “The community now views McKinley as a partner, not a burden,” said Principal Heaton. “People want to volunteer. Public figures are reaching out to us.”

Karianna Frey, a parent who is president of its School Site Council, credited the newly collaborative culture of the school for a distinctly positive shift in the tone and effectiveness of that group. “We’re using parliamentary procedures, so everyone’s not talking at once,” she said. “As a group of parents, staff, and administration, we are deciding together how to spend hundreds of thousands of dollars.”

Both the school and its governing body have come a long way in a year, Principal Heaton agreed. “People understand my vision of where we’re going, and why we need the right resources to get there,” he said. “We were united this year, and we did some really good work. We’ve established the new normal. Now we need to sustain the turnaround, and build on it.”



>4

Partnerships

Engaging the Larger Community



Partnerships

Engaging the Larger Community

The District has recently turned its energies toward tapping the enormous potential of its own Pasadena community. Many of those diverse stakeholders contribute talent, effort, funds, and partnership to the all-important work of preparing youth to thrive in a rapidly changing world. New PUSD leadership is now taking proactive steps to strengthen and systematize those relationships, especially with the science, arts, business, civil rights, and philanthropic communities.

Pasadena Educational Foundation (PEF), founded in 1971 and the oldest education foundation in California, has stepped in countless times to move forward crucial District programs, initiatives, and priorities. In fact, it helped generate \$5.9 million in revenue in Fiscal Year 2015 alone. Its focus on equitable access to opportunities continually inspires recipients to reach toward their greatest potential. In addition to its support for academic innovation and enrichment, for example, PEF recently played a key role in renovating the John Muir school baseball field, where the legendary Jackie Robinson played in high school. Another recent PEF grant enabled PUSD to commission an incisive follow-up report and recommendations from the renowned education researcher Richard Kahlenberg. Its annual month-long Summer Enrichment Program provides arts and science enrichment in several locations. In 2015, 1430 youth of very different socioeconomic backgrounds participated.

The efforts of another key community organization, the **Pasadena Education Network (PEN)**, have contributed enormously to PUSD's press for equitable and excellent schools. PEN began in 2003 as a small informal group of mostly middle-class families who encouraged other families to consider public rather than private schools and to help improve District schools. By 2016 it had grown to 1200 families, whose candid yet heartening dialogue with their socioeconomic peers has changed

perceptions, built trust, and helped PUSD schools gain the vital economic diversity that has the power to transform. For instance, at Hamilton Elementary in Pasadena, where the middle-class student population sharply increased from roughly 30 percent to 50 percent over ten years, low-income students now rank at the top of the district for meeting academic standards.

Another coalition called **Collaborate PASadena** started in 2013 to bring together residents, business and nonprofit leaders, city officials, school district leaders and educators, youth, and parents beneath the banner "Pasadena, Altadena, and Sierra Madre working together for success in school and in life." Initially formed to improve city and school board collaboration, Collaborate PASadena developed a process for transparent long-term community planning built on a common agenda, shared measurement, and continuous communications. Its work groups set concrete goals (such as "all students reading by third grade") and draw in the diverse supports (such as early childhood education and family health) necessary to reach them.

The Center for Teaching, Learning, and Outreach (CTLO) at **Caltech**, one of the nation's most prestigious higher education institutions and the academic home of Jet Propulsion Laboratory, has proved a valued partner in PUSD professional development. It has been gathering teachers from PUSD schools with volunteers from Caltech,

Pasadena City College, and other institutions to develop lessons and design experiments that will engage students and align with the Next Generation Science Standards (NGSS) disciplinary core standards. The process also incorporates Common Core standards for mathematics and language arts education in the U.S., which emphasizes “the four Cs”: communication, collaboration, critical thinking, and creativity.

Since the 2014–15 school year, a growing number of students at District high schools have been earning both high school and college credit in a new dual-enrollment program with **Pasadena City College (PCC)**. A number of PCC courses (including Design Technology and a Counseling course) take place at the high schools during their regular school day, often taught by teachers who have qualified for PCC faculty status. After school, students may also take traditional introductory courses along with regularly enrolled PCC students at “PCC Northwest,” a satellite building located on the Muir campus. In its first year, the new program attracted 89 students; by 2015–16, that number had leaped to 321.

Business groups and civil rights organizations also partner with PUSD and area youth. Pasadena’s **Chamber of Commerce** serves as a key intermediary for the new College and Career Academies that connect high school students with local employers for hands-on experience through internships and other learning opportunities. And Pasadena’s **Adelante Youth Alliance** coordinates the two largest annual college and career conferences for Latina and Latino youth in California.

Arts and culture spur student success

The Pasadena area’s extraordinary cultural and arts organizations also offer important opportunities to help students thrive in academics and their future careers. **The Huntington** research library, for example, has an unparalleled collection of Anglo-

American books and manuscripts, not to mention its renowned art collection and botanical gardens. The Huntington’s educational activities attract schoolchildren of all ages, and K–12 classroom teachers may attend its intensive five-week institutes or draw on its expert lesson plans in science, art, and the humanities.

The **Pasadena Playhouse** has a national reputation for innovative theater and cultural diversity, and its New Generations program reaches out actively to bring in District youth with socioeconomic barriers. The students reap the educational benefits as classic plays like *Fences* and *12 Angry Men* leap from the page onto the stage.

Motivation, concentration, persistence, empathy, and teamwork skills all increase when young people experience such vivid encounters with arts and culture. As they begin to explore what they already know, they learn to identify and evaluate what may be relevant, and then to translate it for use in new circumstances, the National Research Council has established.



Pasadena’s rich community partnerships provide an important advantage as the arts struggle for funding in school budgets. Ten museums and art organizations partnered with PEF and PUSD to create “My Masterpieces: Discovering Art in My Community,” an initiative that provides community-based arts learning opportunities for over 9,000 students, including all K–6 pupils.

Since 2001, California has had K–12 state standards in music, visual arts, theater, and dance. However, very few schools offer a standards-based arts curriculum in those four disciplines, a 2006 statewide study found, and most have no full-time arts specialist.

Yet learning about arts and culture adds value well beyond the school years, according to the influential 2014 [Otis Report on the Creative Economy of California](#).⁹ Already, employment in California’s thriving creative industries far outstrips that in its computer and electronic manufacturing sector and hospitals. “Now more than ever,” urged the Otis Report, “it is critical that leaders from the public, private, and nonprofit sectors work together to develop and sustain the talent pipeline that feeds the creative economy of our region.”

Investing in accessible, high-quality arts education, that report said, was a necessary first step. Yet “growing the talent pipeline,” would also require policies and practices to encourage “creative placemaking, entrepreneurship, and innovation.” That challenge dovetails neatly with the PUSD Graduate Profile and the recommendations of this Educational Master Plan.

Planning for effective partnerships

The partners named above are only a few of many hundreds of nonprofit institutions and businesses that stand ready to partner with the District to support and enhance the education of its youth. They have potential to reach a wide cross-section of youth.

To have a deep and lasting impact on the youth they serve, however, partnerships with the District must go beyond episodic encounters. They require a long view and a serious commitment, as well as deft management by both partners. The most successful PUSD partnerships take shape when community organizations work closely with the schools and the

needs of students and teachers, and then carefully plan their scope and their location.

In like manner, it takes both imagination and expertise to plan school facilities that integrate creative partnerships in the daily experience of school, igniting the dreams of youth and guiding their future paths. It would only take four minutes for a student to walk from Blair School to the visionary “maker spaces” of the ArtCenter College of Design – but forethought and coordination on the part of the District and that potential partner would have to come before that walk.



The District must do its part to harness and organize the energies and resources such partners can contribute. Toward that end, this Five-Year Educational Master Plan recommends that PUSD develop systems to routinize effective practices with community partners. School leaders should be able to count on an extended collaboration that targets

important learning outcomes, and community partners should expect the conditions and respect a valued teaching colleague would receive. The District will meet the challenges faced daily by its schools only if it can integrate and facilitate the services children need, when they need them.

School safety, for example, has presented PUSD with a knotty issue that worries parents, children, and educators in equal measure. A short-term or surface-level program, however, cannot address the toxic stress that sometimes erupts in violence in those who suffer emotional or physical trauma. Rather, a deep cultural shift must take place throughout the school, making it a safe harbor for all students. A new mindset begins to prevail, that views even serious mistakes as opportunities for growth. Restorative action replaces punishment as a means to redress harm to others.

Some schools — often known as “community schools” — achieve that through a “wraparound” array of partners who share the campus, offering steady supports in health and social services to students and their families. In fact, Pasadena, Altadena, and Sierra Madre overflow with exceptional programs and robust partnerships with social services and public health resources. PUSD families and children already benefit from:

- Healthy Start centers based at five PUSD schools.
- Access to locally grown farm-to-table produce through a Community Supported Agriculture nonprofit run by students and teachers at Muir High School.
- A \$2 million grant from Los Angeles County that provides mental health services to students through the School of Social Work at the University of Southern California.
- A federal grant to support families who are homeless or in transition.

Coordination of such services now falls under the purview of the District’s Associate Superintendent for School Support Services,

Mercy Santoro. That should go far toward leveraging the expertise and efforts of these partners and others to create learning environments where young people can learn new ways to belong and grow strong.

It takes both imagination and expertise to plan school facilities that integrate creative partnerships in the daily experience of school. That is where the future lies.

Industry, the Arts, and Student Learning

A District initiative known as LINC Pasadena (for “Linking Industry to Next-Generation Careers”) focuses on working with higher education, business and workforce development entities, and industry partners to develop seamless transitions for PUSD students into postsecondary education, employment, and/or training. Funded in 2015 by a two-year grant from the California Career Pathways Trust, it is a key element of the District’s plan to achieve college and career readiness for all its graduates.

Both the Pasadena Chamber of Commerce and the Armory Center for the Arts serve as intermediary organizations for the two-year grant and have committed to sustain their support beyond that period.

Together, they provide all students enrolled in PUSD College and Career Academies an opportunity to participate in workplace learning, such as job shadowing, paid or unpaid internships, and paid part-time work experiences. Ninth and tenth graders build awareness and explore the landscape of opportunities, and all qualified applicants participate in an internship by eleventh grade. Workplace professionals mentor twelfth graders in the senior project required for graduation.

The Chamber and the Armory also collaborate with PUSD and Pasadena Community College staff to align technical skills and workplace competencies with curriculum, course offerings, and other resources. They make sure that each student in the program has the expected opportunities and they collect, analyze, and submit quarterly work-based learning data to the PUSD College and Career Pathways office. Each organization dedicates staff to work on the College and Career Pathways program, including an Industry Liaison with authority to coordinate with the secondary and postsecondary schools on the business partner’s behalf.



A Community of Rich Resources

Educational and Research Institutions

Art Center College of Design
 California Institute of Technology (CalTech)
 Fuller Theological Seminary
 Pacific Oaks College
 Pasadena City College

Cultural Institutions

Armory for the Arts
 Carnegie Observatories
 Gamble House
 Huntington Library, Art Collections and Botanical Gardens
 Kidspace Children's Museum
 Norton Simon Museum
 Pasadena Conservatory of Music
 Pasadena Museum of California Art
 Pasadena Museum of History
 Pasadena Playhouse
 Pasadena Symphony and Pops
 Rose Bowl Operating Company
 Tournament of Roses
 USC Pacific Asia Museum

Major Businesses

AT&T
 Bank of America
 Huntington Memorial Hospital
 Jacobs Engineering
 Jet Propulsion Laboratory
 Kaiser Permanente
 Pacific Clinics
 Parsons Corporation

Employment

With about 140,000 residents, more than 60 percent of Pasadena's 60,000 workers are employed in professional, management, technical, sales, and clerical positions, according to the [Pasadena Chamber of Commerce](#).¹⁰ About 10 percent work in manufacturing or light industry, 15 percent in the service industries, and 10 percent in hospitality industries. Pasadena companies provided 99,737 jobs in 2010.



SCHOOL SNAPSHOT

Muir High Breaks the Barriers to Bright Futures

Muir High Breaks the Barriers to Bright Futures



For more than two decades, Cynthia Lake has been teaching at her own alma mater, John Muir High School.

During much of that period, as nine principals came and went, a high fence separated the historic campus from the surrounding city of Pasadena, which abounded with resources Muir's low-income students could not access. "We were literally a school behind bars," said Ms. Lake, a visual artist.

One significant change occurred when new District leadership took a fresh and powerful perspective on the connection between learning and the larger community. As the school was restructured into three interdisciplinary Career Academies, "We took down the fences," said Ms. Lake. "We engaged with civic leaders and business owners to prepare students to be productive citizens of the city. And then the students proved to the community that we've got what's going on."



Roland Bynum, a veteran English teacher at Muir, called that restructuring a "reinvention process—you tear it down, you build it up." Teachers in a particular Academy now stay with a student cohort throughout their high school years, coming to know them well. They lead student advisory groups of 17 students, exploring their "possible selves." Regularly scheduled common planning time also gives teachers across the disciplines "plenty of time for conversations about our students," Mr. Bynum noted. "There is a sense of community and family."



Muir students have long gained fame through excellence at sports. Jackie Robinson, a Muir graduate, went on to UCLA and later broke the race barrier in professional baseball. But these days, Muir is waging another equity battle: it wants all its students to thrive in the 21st century global economy. The early results of that press for success appear promising. In 2016, Muir's senior class of some 200 students included 37 who won admission to the University of California system. Of the 29 who applied in 2015 to UCLA, one of the nation's top colleges, 10 were accepted.

Students feel energized by the new mix of rigor and relevance in classes. "I came into high school with no mindset or plan about college," said Rebeca, a senior. "Now I've been in the Business and Entrepreneurship Academy four years, and it's prepared me really well. We have our own company, we do trade shows—I'm the VP of Human Resources for our virtual enterprise!"

Such active, collaborative, and connected ways of learning require far different spatial environments and resources than the schoolrooms of past eras provided. In summer 2016, Muir will break ground on a new school

cafeteria, an auditorium, and a black-box film studio. With a Career Academy dedicated to Arts, Entertainment, and Media, hopes are running high for a new performance venue that includes the high-functioning technology now commonplace in those fields. "We're teaching new skills, but we need infrastructure that gives students the practice they need," a teacher noted.

Improving Muir's facilities would be a giant stride on what has proved a difficult road to establishing socioeconomic diversity here. As the surrounding neighborhoods experience gentrification, middle-class families choose schools with the amenities to match their ambitions for their offspring. Yet research studies show that heterogeneous learning environments better prepare students from every income level to participate effectively in a global economy.

Meanwhile, students at Muir are learning to treat every challenge as an opportunity. "Our teachers make us get out of that stage where they're doing everything for us," said a student named Breonne. "They give us projects we have to figure out on our own—it's actually helping us learn how to be adults."



5

Student Achievement Academics as Fuel for Lift-Off

Student Achievement

Academics as Fuel for Lift-Off

As PUSD schools prepare for “lift-off,” all eyes are on academic outcomes. Superintendent Brian McDonald signaled that focus right away when he stepped into his position two years ago. On walls throughout the District now hangs a large and colorful infographic of the new PUSD Graduate Profile — developed collaboratively with some 800 stakeholders, during McDonald’s three prior years as Chief Academic Officer.

Learning in the 21st century takes critical, creative, and innovative thinking. It requires communication and collaboration. It fosters the values of a culturally competent citizen and the knowledge and work habits that take people far. The graduates of PUSD schools must cross the stage with all of these assets, to fuel whatever journey they choose.

Another message has also gone out from leadership to every neighborhood in the District. That call summons the energies of schools and their leaders, classrooms and their teachers, families and their children, and community partners large and small. It asks them to join in the long, hard, complex work ahead — lifting student performance to the levels required for success in college, career, and community life.

Building new strength through diversity

“Every family wants a really strong academic education, with teachers who really know and care about their children and support them to grow into the best that they can possibly be,” said Brian McDonald, reflecting on the District’s challenges. “We value our families, and we want to do everything we can to meet their needs. They trust us with their children. At the same time, they’re also collaborators in making a plan that will work for them. So we are cultivating an environment of safety, respect, and collaboration. That will help us meet all learners as they are, and build on that.”

Jackson Elementary School, for instance, offers an enlightening picture of a school where new leadership has taken up that challenge with transformative results. In a previous era, even those

in its neighborhood stayed away, discouraged by its lackluster reputation for both academics and school climate. Only a few years ago, the District was considering it for closure. Now, Jackson’s innovative STEM curriculum, its growing Dual Language Immersion Program, and its culture of possibility make it a top choice for families across the District. The elements of its success suggest a pattern ripe for replication:

- A magnet program brought federal funds that made possible valuable training and resources in cutting-edge academic areas. The school’s bold decision to combine STEM and dual-language programming has attracted even more interest among families with ambitious academic goals.
- Robust partnerships (such as one with the Pasadena Symphony and Pops orchestra) expanded and enriched the curriculum in multiple dimensions, from a school garden to volunteer reading tutors.
- A new principal empowered teachers to share their ideas and develop promising practices.
- Recently renovated facilities conveyed new possibilities and respect for how children best learn.
- The school’s location just off the freeway simplified transportation for families from other neighborhoods who chose the school.

Families with very different socioeconomic profiles are increasingly enrolling their children in PUSD schools outside their neighborhoods to take advantage of outstanding academic programs. The District’s Dual Language Immersion Programs in Spanish and Mandarin, for example, attract both middle-class families and low-income families of

English language learners. Because the curriculum teaches challenging courses in both languages, all students receive the supports required to succeed. Together, they develop the fluency to communicate in cross-cultural teams, express academic concepts, and equip themselves with the competencies the global economy requires.

The District's three International Baccalaureate (IB) programs (at Willard Elementary and in the middle and high school grades at Blair) have untapped potential. The rigorous IB inquiry-based curriculum focuses on critical thinking, research skills, and community service, with an emphasis on preparing students to thrive in an interconnected world.

Neatly aligned with the Graduate Profile and other key standards such as the Common Core, IB has attracted socioeconomic diversity to the schools offering it, but dilemmas remain for the District. The numbers of IB students are relatively small, and obstacles often block the choice to stay with the program from elementary through middle and high school. Of those who choose the IB curriculum at Blair High, only a small number meet the demanding IB diploma requirements (which include a 4,000-word research paper as well as a college-level exam). Yet even for those who do not reach that pinnacle, the International Baccalaureate curriculum holds significant academic value. As the District considers how to use its signature programs to create more coherent academic pathways from elementary through high school, it may recognize an opportunity to create a contiguous K–12 cluster featuring both Dual Language Immersion and the IB program, with an overarching theme of Global Studies.

Middle school, a critical turning point

The middle grades — where PUSD schools experience most attrition in enrollment — mark a critical juncture. Young adolescents in grades six through eight are growing and developing in their academic work. As students develop new skills of

communication and collaboration, as they gain a stronger sense of themselves in a group, as they learn to regulate their energies and attention, their learning—fundamentally a social activity—will thrive.

Creating emotional and physical safety at school takes on even more importance in these years. Just when their identity as students is emerging, early adolescents are also dealing with new social issues and pressures that affect their engagement and sense of safety in the classroom. They need help when they are struggling, yet they also want to feel secure enough to make mistakes. They want challenging work and clear academic goals, along with plenty of support. They need recognition of their efforts and rewards to mark their progress.

The best professional development helps middle school teachers bring academic learning alive and connect it to the ideas, questions, and concerns of young adolescents. In particular, opportunities to observe and debrief successful work in other classrooms can inspire and galvanize such change. They supply strong evidence that middle-school students can rise to high standards as they “learn in motion” through project-based learning, community service, and other active and student-centered curriculum.

Finding new challenge in the larger world

An important academic powerhouse fueling college and career readiness arrived in 2009, when PUSD was chosen as one of nine districts in the highly regarded California initiative known as [Linked Learning](#).¹¹ Over forty percent of PUSD high school students are now combining challenging academics with technical courses as they explore career pathways. All District high schools offer at least one of the Academy programs in fields such as engineering, arts and media, biomedicine, and health. John Muir High School has made Academies “wall-to-wall” so that every student participates.

More than 200 business and community partnerships now provide those students opportunities to align and enliven their academic studies by experiences in the larger world. To graduate, students design a capstone project, informed by a workplace experience, service learning, or a research project.

With steady involvement by leadership across the District's systems, Linked Learning is now a key driver of academic development. Its goals are infused into the district's Graduate Profile, and they also play a key part in plans for facilities and curriculum development.

The Linked Learning program took hold in part because it comes with robust professional development for District and pathway leaders, as well as classroom teachers. Its curriculum, instructional strategies, and assessment standards benefit from years of research by the Stanford Center for Opportunity Policy in Education (SCOPE), ConnectEd: The California Center for College and Career, and other national contributors to the field.

Getting a jump on college

The new dual-enrollment program with Pasadena City College (PCC) also introduces an exciting new level of challenge for high school students. All the District's high schools now offer courses for PCC credit, and interest from students and families increased more than threefold from the first to the second year of the program. The credits students earn are transferable to California State University and the University of California system, increasing student eligibility for admission to those, and other four-year programs across the nation. When they take PCC courses offered as part of their regular school day, students also save considerably on the cost of tuition, fees, and books. And when their high school teachers qualify for adjunct status as instructors of PCC courses, the high school and college curricula align more effectively.

Like International Baccalaureate, the Advanced Placement (AP) courses produced by the College Board also have a constituency in many District high schools. Middle-class families in particular see them as a marker of demanding academics that will have an impact on college admissions. As with International Baccalaureate, however, only a small percentage of PUSD students score high enough on the AP tests to receive college credit, and the AP tests cost more than the IB exam. Some suggest that low-income students in particular benefit more by earning their college credit through the free dual-enrollment program with Pasadena City College.



Professional development for educators

A major shift has also occurred as District leadership seeks to instill in every classroom the student-centered practices that develop the 21st-century competencies outlined in the Graduate Profile.

“When we bring principals together,” said Chief Academic Officer Shawn Bird, “we always ask, ‘How is the work that you’re doing contributing to kids graduating with these characteristics?’” In a routine called instructional rounds, he has principals and teachers visit each other’s schools and classrooms to observe and reflect on a problem of practice. Educators also gather regularly to explore new ideas in book study groups.

“I myself was a nontraditional learner,” said Superintendent McDonald. “I think a lot of kids fall through the cracks, and we’re going to have a laser-like focus on that. If 20 percent of students aren’t succeeding in the English language arts, our teachers can’t be categorizing them as somebody else’s problem.”

Part of the solution starts well before kindergarten. In early childhood, learners from low-income families in PUSD are now engaging in resource-rich programs jointly supported by the City and the District. Focusing on the healthy development of young children, they aim to have all children reading by third grade.

Another powerful boost comes from state-of-the-art curriculum choices. All District elementary schools now use a balanced literacy approach that includes reading aloud, guided reading, shared reading, independent reading, and word study. High schools will be soon be adopting Reading Like A Historian, a program developed by Stanford University that emphasizes close reading and critical thinking about informational texts.

Above all, said Shawn Bird, “It matters that people work together and distribute leadership. That’s how you change the culture in schools.”

In ten District schools, Dr. Bird now has teams of principals and their instructional leaders working with teachers and parents on a more collaborative culture, with help from Leadership Practice Improvement, a program of the national nonprofit New Leaders. He plans to bring it to every school in the District in coming years.

“This is going to be hard work,” Superintendent McDonald acknowledged. In its lift-off stage during the next five years, the District will need a “rocket booster” effort — the sense of genuine urgency that creates the momentum for steady and sustainable improvement.

Over 200 business and community partnerships provide students opportunities to align and enliven their academic studies.



Changes like this are realized not just through one person’s insight and action, but rather through a collective vision at every level of the system. As schools throughout PUSD see their way to excellence, the District will ensure that they do not act alone. By providing and sustaining appropriate resources, professional supports, and supervision, it aims to strengthen the professional skills of teachers, the academic performance of students, and the community’s faith that all its children can learn together, and thrive.



SCHOOL SNAPSHOT

New Leadership and Programs Revitalize a School

Jackson Elementary



Two signature programs and energetic new school leadership have played a significant part in galvanizing a remarkable turnaround in recent years at Jackson Elementary School.

- First came a Dual-Language Immersion Program (DLIP) in Spanish, which began with the youngest grades and by 2015–16 included over half of Jackson students through grade 3.
- More recently, all students are benefiting from a federally funded magnet program in Science, Technology, Engineering and Math (STEM), which builds on Jackson's earlier push for top-notch science teaching.

Both programs contribute greatly to the rising reputation of what Principal Rita Exposito calls “a school still in transition.”



When she took her post in fall 2010, “People who lived around here would say ‘you don’t send your kids there,’” she recalled. Student performance and teacher morale was low, and the District was considering Jackson for closure.

Getting to the roots of such problems would take serious time and effort, the new principal recognized. She made Jackson’s teachers full partners in that work, empowering staff and recruiting new talent and energetic community partners.



An important shift came when the District offered to house the dual-language program at Jackson. The change brought a double benefit: it better served the needs of English language learners, and it attracted middle-income families seeking a valuable opportunity for children to gain proficiency in two languages.

In her first year, Ms. Exposito also launched a whole-school commitment to science, hiring an expert teacher to enliven the curriculum and drawing in multiple community partners. Teacher and student engagement rose, and a year later Jackson's scores rose 45 points on California's science assessments.

Not just in science but in English Language Arts and mathematics, new and rigorous state standards and tests have recently arrived, lending an air of urgency to Jackson's mission.

Jackson's high percentage of English language learners will get targeted attention. And teachers across subject areas are working together to infuse academic language and critical thinking skills in their lessons.

Yet academic press at Jackson goes hand in hand with a spirit of joy in learning. A thriving music program has every child in grade 3 playing instruments, and all students in grades 4 and 5 may choose to participate in band or orchestra. A school garden flourishes with attention from young learners and their families.

A science lab and a Side Street Arts mobile workshop combine to support highly engaging science explorations. An excellent school library and a new compute lab provide inspiration and resources to teachers.

All eyes are on this school "still in transition," which demonstrates every day the community energy it takes to turn a school around.

Three Tiers of Support for Academic Excellence

PUSD's Academic Division, led by Chief Academic Officer Shawn Bird, has recently been reorganized to provide differentiated supports to schools. Schools with underserved student populations and the greatest need for improvement receive intensive academic support and oversight, while high-performing schools work toward continuous improvement with more autonomy.

The tiered model builds in a basic level of central support for every school. All tiers receive both leadership and instructional supports. Schools are assigned to tiers based on objective data relating to student growth and performance, staff satisfaction, parent engagement, and attendance. Annual accountability metrics provide the basis for schools to move from one tier to another.

Focus Schools have the most targeted supports, aimed at improving academic achievement for all students. In collaboration with stakeholders and community partners, School leadership, in collaboration with community partners and parents, write a school improvement plan in which they detail changes they would like to make in school governance structures, what training their staff might need, and any changes they would like to make to the core instructional delivery model. These plans are then reviewed and approved by the Chief Academic Officer and shared with the Board of Education. English Learner (EL) Coordinators visit regularly to monitor, support, and provide feedback on EL instructional practices, and when teaching vacancies occur, Focus Schools receive priority staffing consideration.



Achieving Schools receive the autonomy to continue with programs and practices that show a positive impact on achievement, while the central office provides oversight and support to ensure that achievement gaps narrow. Like Focus Schools, they benefit from the regular support of English Learner Coordinators.

Excelling Schools have the highest level of autonomy and the least oversight from the central office, with an emphasis on continuous improvement and innovation.



Diplomas Granted by PUSD High Schools

High school students in the Pasadena Unified School District may graduate with any of six different diplomas or seals of completion. All except the Alternative Diploma require a senior portfolio defense, at least 40 hours of community service or work-based learning, and a passing score on the California High School Exit Exam (CAHSEE) in English Language Arts and Math. Possible diplomas include:

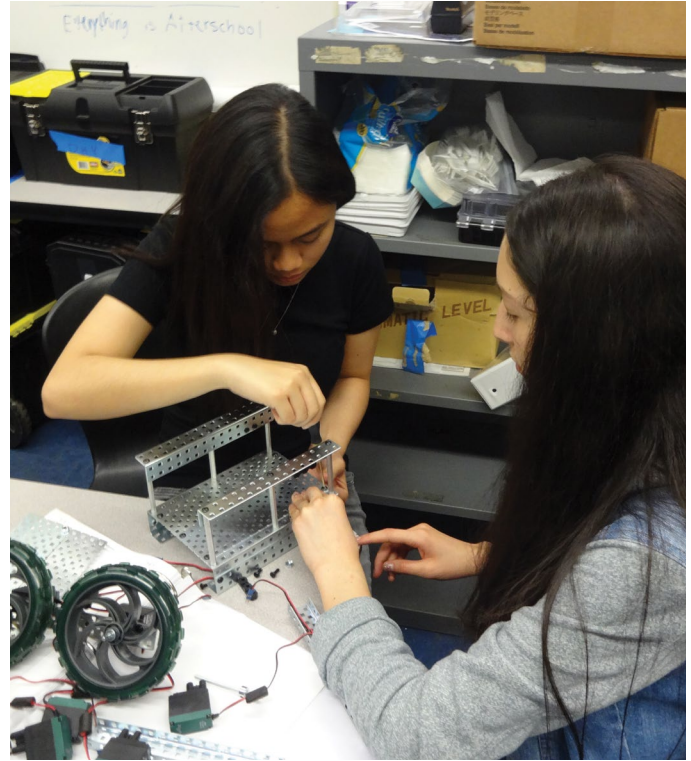
- The Classic Diploma
- The Math and Science Diploma (to pass requires a C or better)
- The Humanities Diploma (to pass requires a C or better)
- The College and Career Pathways Diploma
- The Global Diploma (to pass requires a C or better)
- The Alternative Diploma (from Rose City High School only)

Situating Learning in 21st-Century Contexts

High school education has changed, and PUSD has taken up the national challenge, moving to provide students with more of the advanced skills they need to be successful, productive citizens in college, career and life. Ten College and Career Academies, housed at District high schools, allow students to choose a thematic course of study (such as engineering, health care, or arts and entertainment) and to apply their learning in a hands-on environment that connects them with community partners in that field. Students learn math, science, English, and social studies in the context of their Academy's theme. Academic skills take on new importance as internships, mentorships, and senior projects bring to life the issues and competencies in their field of interest.

Academies differ in each school, but all relate to one of these broad themes:

- Arts, Media, and Communications
- Business, Marketing, and Information Technology
- Engineering, Manufacturing, and Industrial Technology
- Health and Public Service



The High Schools and Their Academies

John Muir High School

Engineering and Environmental Science Academy
 Arts, Entertainment, and Media Academy
 Business and Entrepreneurship Academy
 Culinary Arts and Hospitality Academy (in development)

Pasadena High School

Academy for Creative Arts, Media, and Design
 App Academy
 Academy of Law and Public Service

Blair High School

Academy for Health Careers

Marshall Fundamental High School

Academy for Creative Industries

Rose City Continuation High School

Academy for Career Exploration and Opportunities

Center for Independent Study

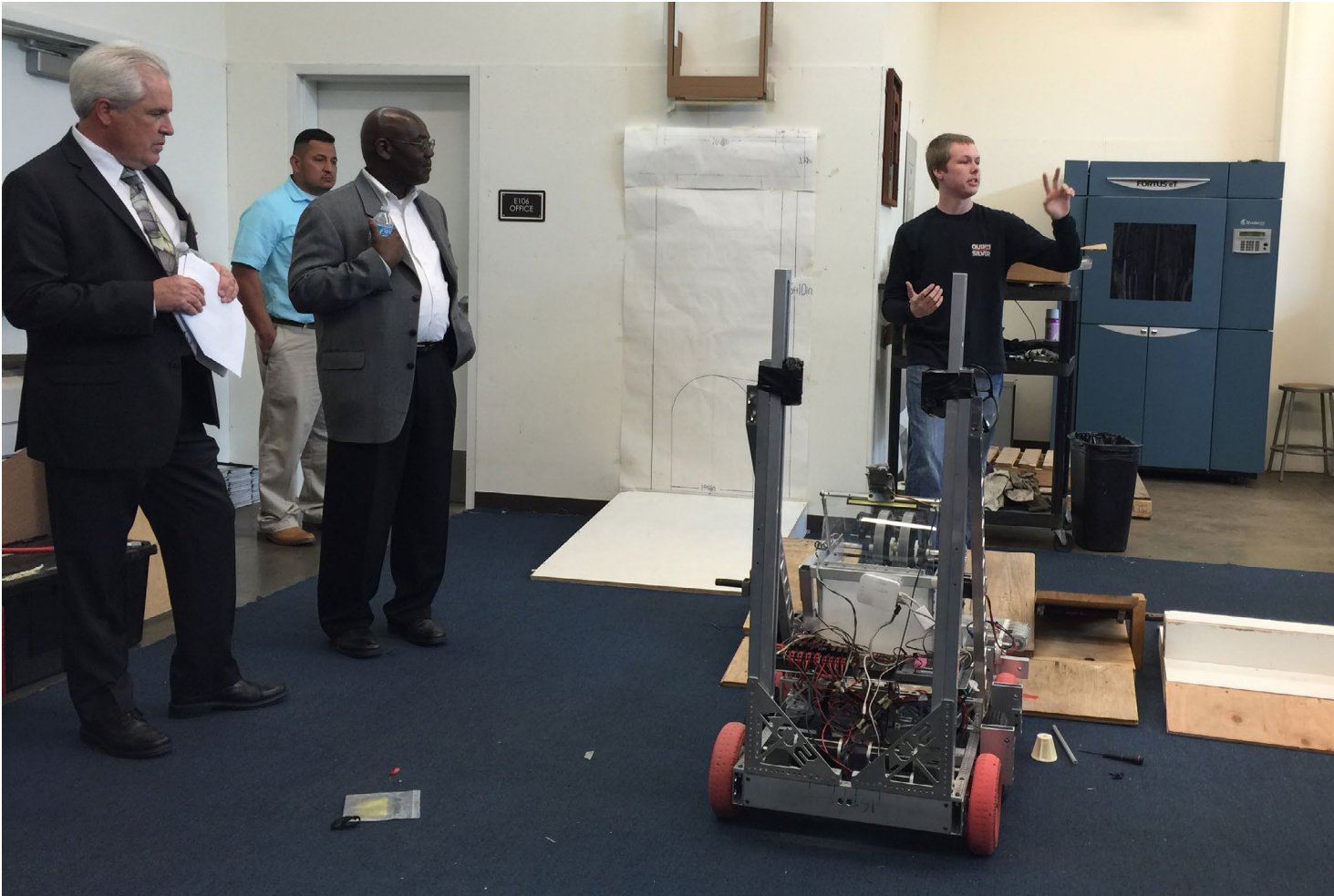
Medical Arts Academy

The Student Experience

"My junior year in the Engineering and Environmental Science Academy, we went through a whole process of preparing a resume, going through an interview, learning how it is to get a career. Then I got an internship at the Pasadena Water and Power offices. Within a couple of weeks, they transferred me down to where they're reconstructing the whole power plant. I was exposed to the actual planning on blueprints—what's going on, how it works, and why it's here." (Jacob)

"As I got to experience more behind the scenes in the arts, the Arts Academy opened my mind to what I want to do after high school. We had field trips to Warner Brothers Studios and the Dr. Phil Show and now, I'm thinking about going into recording technology, and trying to major in business management." (Jenifer)

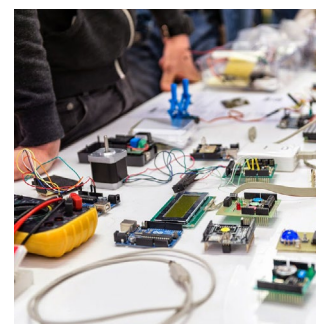
"Our teachers make us get out of that stage where they're doing everything for us. They give us projects we have to figure out on our own—it's actually helping us learn how to be adults." (Breonne)

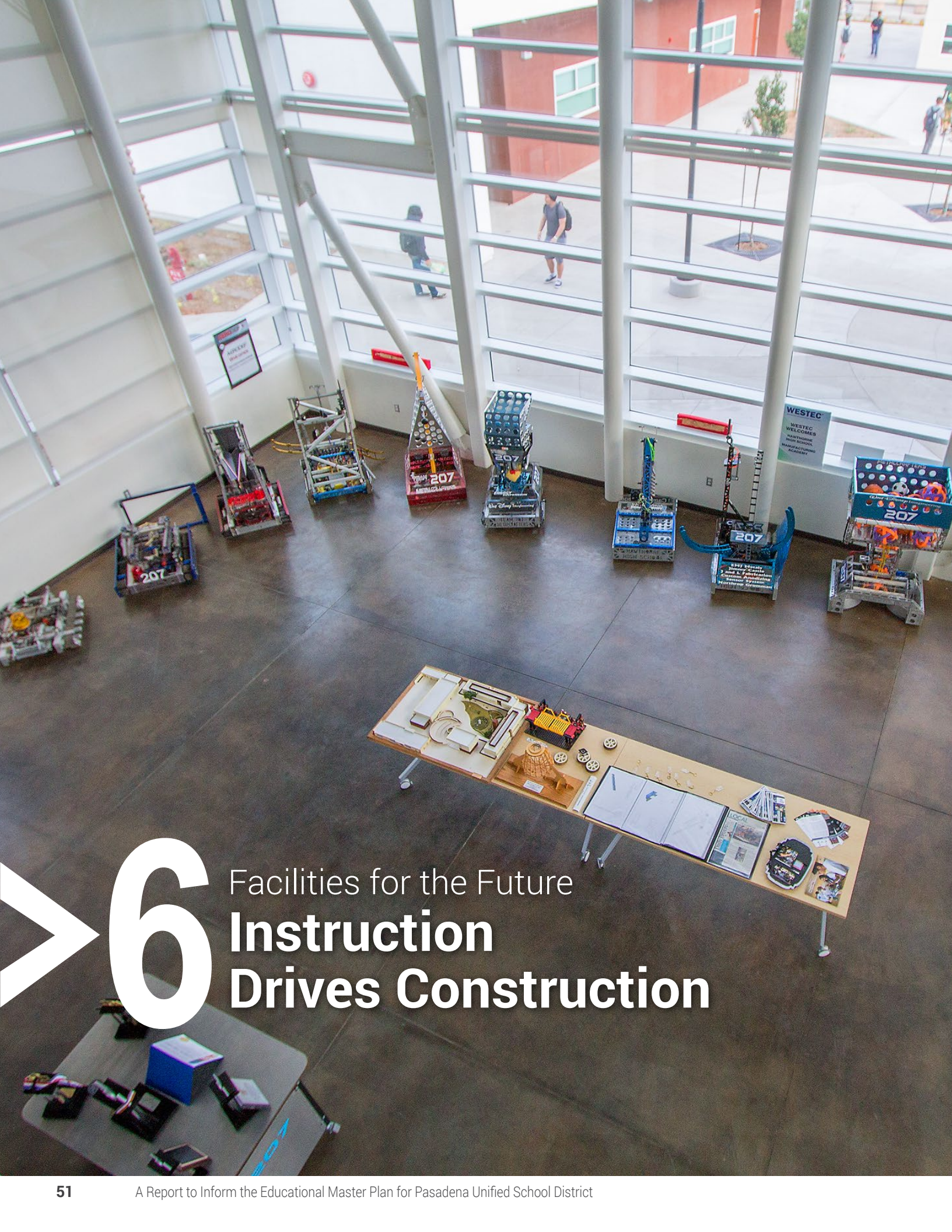


Planning Technology for 21st-Century Learning

Technology plays a vital part in 21st-century learning, as well as in effective communications throughout the District. In 2014, PUSD's Director of Information Technology, Tendaji Jamal, supervised the creation of an extensive three-year Technology Plan to guide policy and practice regarding technology. Incorporating extensive input from parents, students and staff, the plan aims to integrate high-quality technology into every aspect of teacher practice, student learning, and school operations. A sampling of the Plan's many recommendations:

- Expanded student access to technology throughout the school day, with the goal of a one-to-one ratio of students to computers.
- Infrastructure and wireless access to support project-based learning and 21st-century learning emphasizing the 4 C's (communication, collaboration, critical thinking, and creativity).
- Use of technology to individualize and personalize instruction, including the capacity for immediate feedback.
- Access to hardware and software that support Common Core standards and online Smarter Balance state assessments.
- A structured, ongoing plan to deal with obsolescence and replacement of hardware, software, and accessories.
- Time and supports for teachers to practice technology skills and develop lessons.
- Common grade-level standards for student use of technology, including a skills matrix.
- Clear delineation of roles, processes, and responsibilities in terms of computer use and security.
- A structured information literacy program coordinated by Teacher Librarians.
- Expanded use of Internet resources including a process for accessing blocked sites





6 Facilities for the Future Instruction Drives Construction

Facilities for the Future

Instruction Drives Construction

When people enter a 21st-century school, every aspect of their surroundings should inspire them to learn. Its physical facilities should both reflect and enable its values. Its architecture should imbue the learning community with a sense of safety and belonging. Inside and out, its use of space and light should invite students, teachers, parents, and the larger community to collaborate, communicate, look together at student work, reflect on the standards of excellence, and forge supportive partnerships.

This year, a planning group of PUSD stakeholders experienced that effect firsthand on study tours of world-class campuses in other California cities. They came back with the conviction that “instruction drives construction” — and the intention to put that axiom into action in their schools.

A Design Advisory Team for the Educational Master Plan identified three elements that they believed would attract learners to PUSD’s “schools of the future.” Looking for those elements, they suggested, could also guide those who will oversee improvements to District facilities in coming years.

- A sense of community and belonging. Do school entranceways convey a sense of welcome, accessibility, inclusion, safety, respect, and pride? Do common areas, media centers, and technology labs provide inviting space and help desks for diverse users?
- An emphasis on both process and product. Do spaces throughout the campus show students actively involved in discourse, craft, collaboration, critique, and revision? Do they exhibit student projects and the work that went into them? Do they facilitate presentations, performances, and talk-back sessions with community audiences?
- A spirit of exploration and play. Do indoor and outdoor spaces easily connect? Do they offer ample and flexible spaces for movement, tinkering, discovery, and reflection? Do they offer choices of how and where students may carry out the collaborative inquiry and activities that lead to learning?

Program capacity and siting

With an eye toward greater synergy between programs and buildings, community and schools, District leadership is conducting a careful analysis of program needs, capacity, and siting. Which buildings (or feeder patterns) are best suited for certain programs? When programs are assigned to buildings, what are the implications for the facilities? What is the “right size” for a school?



These are educational as well as facilities questions, and they require understanding the concerns and priorities of families in their school choices. For example, do those choosing an elementary Dual Language Immersion Program (DLIP) intend that their children continue with that language immersion in grades 6 through 12? Should a primary-grades International Baccalaureate (IB) program be located closer to middle and high school programs? What about marrying DLIP with IB to create a more integrated Global Studies campus? What about siting an arts magnet or Academy in an existing school facility from which students could walk to a partner arts institution?

Other issues emerge when the District must decide between renovation and replacement of obsolete facilities. Should it retrofit a classic old school building built for a bygone era, putting Academies in different sections with some shared spaces, like gym and lunchroom? Could its new incarnation stand as a symbol of high-tech teamwork and intellectual innovation? Or would it be better to start fresh with a new building, rooted in local context, to embody a bright future for students from every background?

‘Right-sizing’ for the future

As some schools must turn families away while at others enrollment declines, District leaders are also engaged in a dialogue about “right-sizing” schools. The research on school size shows that the question is a complex one; numerous factors might interact with school size to account for variation in student and school performance. For example, a 2002 study in the State of Washington concluded that when school poverty is high, children perform better in small districts, and the effect of school level poverty on achievement is smallest when both the district and school are small.

Superintendent McDonald takes a pragmatic view. “I don’t find it desirable to close schools,” he said. “However, I think sometimes it’s necessary. When an elementary school gets down to about 180 students, it simply doesn’t have the resources to offer the opportunities we want to see for children. It’s quite difficult to operate schools that small, and it becomes an untenable situation. So we will have to look at how to move forward.”

School facilities affect school cultures

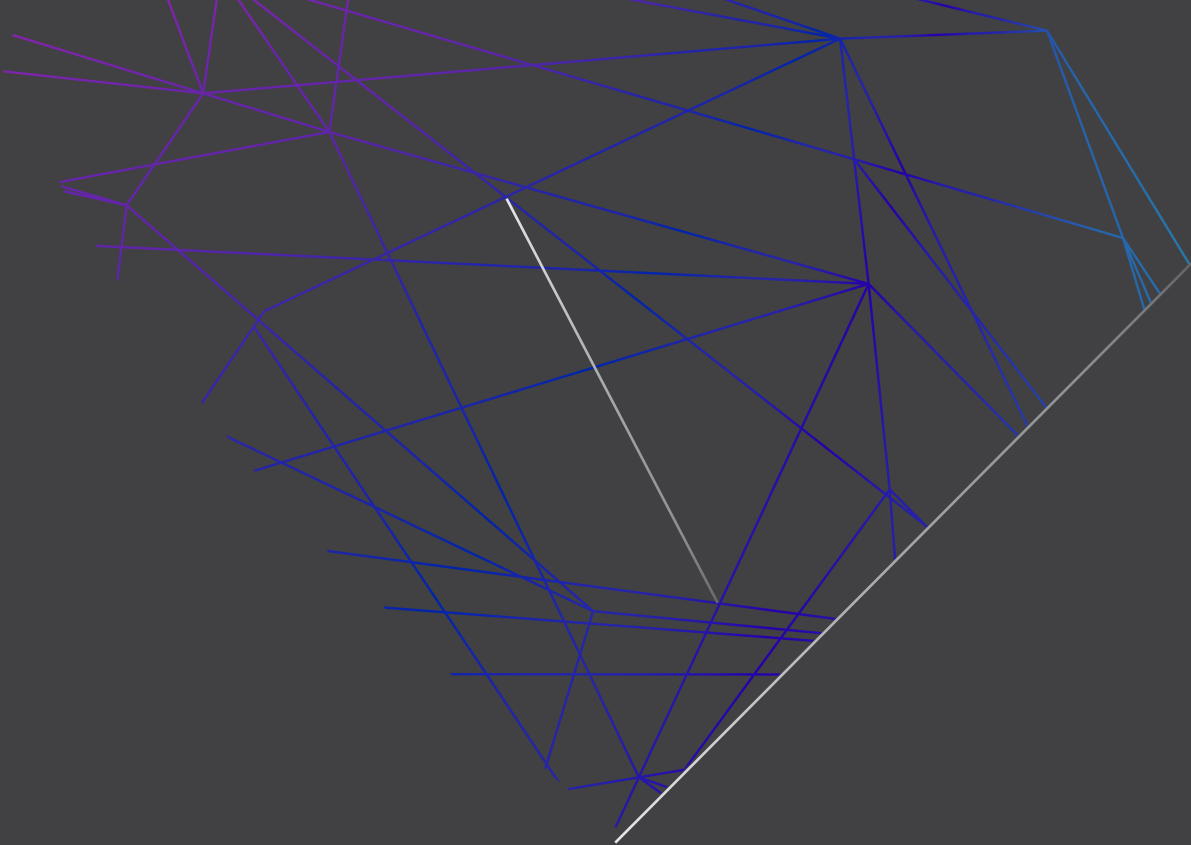
“Facilities send important signals,” said Superintendent Brian McDonald. “They indicate respect for the people who live and spend their days in that building – the teachers, the staff, the students, and the families who trust their children to the Pasadena Unified School District. And they’re also a sign of respect for the learning process.”

The “curb appeal” of up-to-date facilities, he noted, can foster a sense of community pride in its schools. And even mundane matters, such as modern and functional restrooms, have an effect on the morale. Indeed, many aspects of school facilities indicate something important about school climate and culture. Sound, light, furniture, utilities design, even space to exercise are among the dynamic and interconnected factors in a coherent vision of what excellence entails.

Students also named the qualities that made a school feel like “my place.” Not just its “practicalities,” said Victoria, a grade 12 student, “but also the way buildings and rooms are designed.” She favored “something more pleasing and comforting – maybe more modern.” Jaylin, in grade 9, countered, “I really like the old-timey aesthetic of our school. It feels like a legacy, almost. Walking the same halls that others have walked in for almost 100 years makes me feel a sense of importance and history.”

This 2016 five-year Educational Master Plan sets PUSD on a course to making history in the era ahead. With community understanding and support, it will create vibrant learning structures – both architectural and academic – that will prepare rising generations to thrive in a better world.

The opportunity exists in the present moment. A powerful educational vision now anchors the District’s facilities planning. This will help guide the District’s investment of \$160 million from Measure TT, the \$350-million school improvement bond approved overwhelmingly in 2008 by PUSD residents. Intended for repairing, renovating, and upgrading school facilities, those funds, wisely allocated, can shape the teaching and learning environment in powerfully effective ways. Equally important – particularly as the PUSD community prepares for future potential bond issues – this initiative can propel the District toward a unified community vision of world-class facilities in which to launch a new era of 21st-century learning.



Learner-Centered Engagement

Community and School Partnerships

Accountability and Improvement



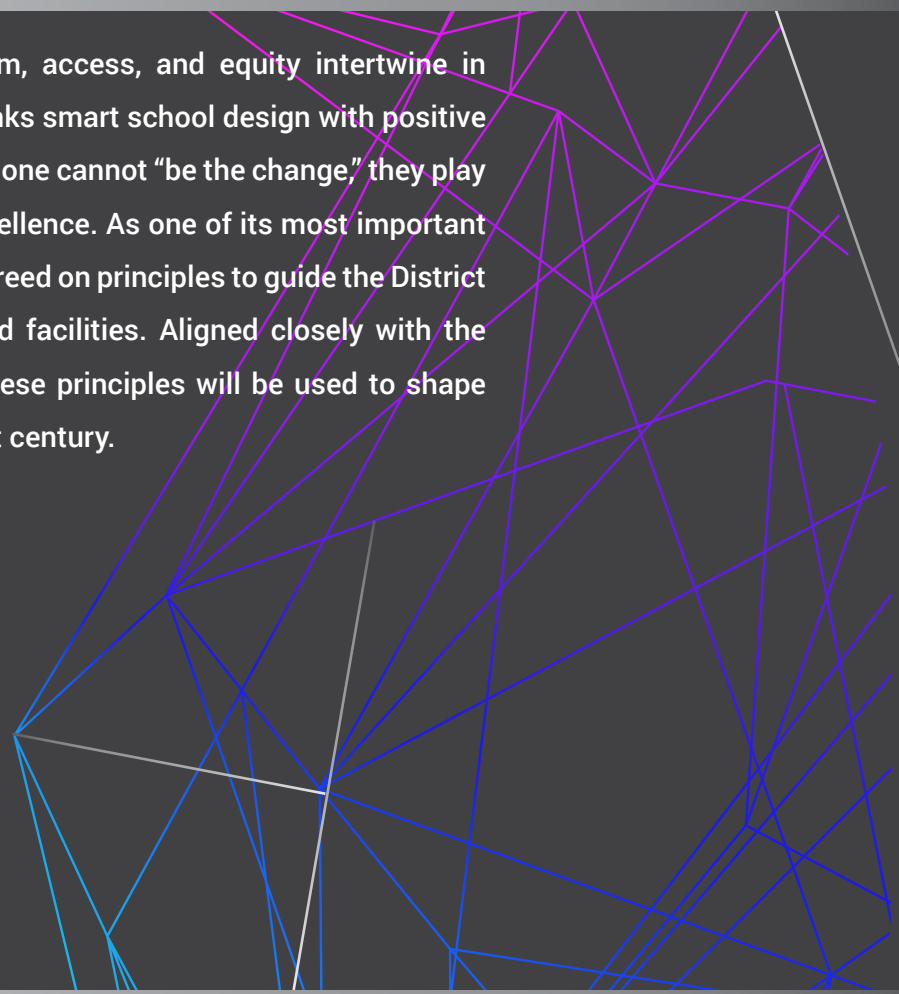
Creativity and Collaboration

Flexibility and Adaptability

Sustainability

Guiding Principles for 21st Century Learning Environments

Issues of school capacity, design, program, access, and equity intertwine in complicated ways, and growing evidence links smart school design with positive educational outcomes. Although facilities alone cannot “be the change,” they play a critical role in supporting educational excellence. As one of its most important steps, the Educational Master Plan Team agreed on principles to guide the District in planning both educational programs and facilities. Aligned closely with the Graduate Profile and the Strategic Plan, these principles will be used to shape inspiring learning environments for the 21st century.



Guiding Principles for 21st-Century Learning Environments



Learner-centered environments engage students.

Our campuses provide inspirational and dynamic environments that allow for all kinds of student-centered engagement. We ensure that all cultural backgrounds and experiences are respected, valued, and connected to the curriculum with integrity. Purposeful teaching responds to each student's needs, challenging all to contribute to the learning community, meet or exceed standards, and practice the skills of critical thinking, communication, collaboration, and creativity that will equip them for postsecondary success.

Indicators of this principle:

- Instructional spaces in a variety of sizes and shapes support engaging, participatory learning and instruction for individuals and small or large groups.
- Indoor and outdoor spaces stimulate learning and the imagination.
- Areas to display, perform, and celebrate student work support skill development in a variety of modalities.
- Throughout the campus, everyone has equitable access to technology resources.
- The school environment consists of places where everyone learns.
- Resources are equitably distributed to ensure success for all students, including those with developmental or sensory challenges.
- With transparency in both design and operations, school staff make learning visible and accessible to everyone.

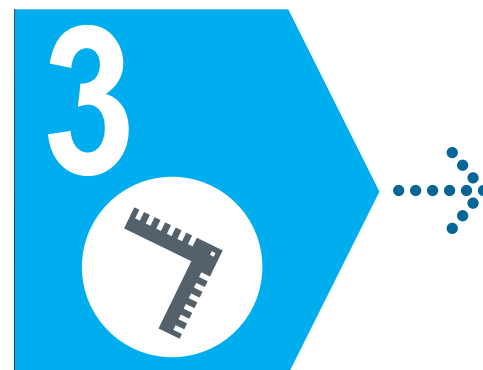


Community and schools connect as partners.

School campuses serve as the heartbeat of our neighborhoods, displaying belief in the potential of all learners. They offer safe and secure access to facilities and playing fields, and host community events and activities.

Indicators of this principle:

- Spaces are adaptable and aligned to the needs of students, teachers, and families.
- School and community resources align to promote school safety for all students and families.
- Campuses foster a wide array of programs and partnerships that optimize community resources.
- Schools generate and support significant community use by a variety of stakeholders.
- Community and school spaces are able to flex in form and functionality.
- Facilities are zoned to allow for community use after hours while remaining safe and secure for students.
- Mutually beneficial relationships are cultivated and spaces are shared with community partners.



Accountability promotes continuous improvement.

Schools specify and measure their outcomes as the community works together to share expertise, employ data, and exercise the leadership to ensure that all decisions result in student achievement. School leaders retain primary responsibility, exercise appropriate flexibility, and accept accountability for decisions. Parents and guardians partner in the responsibility for student engagement and success. The District commits to continuous improvement, using evidence-based approaches to identify improvements that support student success.

Indicators of this principle:

- Shared ownership is visible via spaces that are connected and transparent.
- Students, teachers, parents, and community help define and contribute to their school's visual, spatial, and architectural identity.
- School facilities and interior layouts can accommodate change over time, to meet evolving educational needs and requirements.
- Direct visual connections among areas for staff, instruction, and common activities enable a vigilant focus on student learning.
- The school community and its spaces welcome visits from parents and guardians and engages them as authentic collaborators.
- Fiscal responsibility is evident in the prudent, efficient, and equitable use of school resources.



Creativity and collaboration foster learning.

Interdisciplinary, hands-on, interest-based, and collaborative experiences let students and staff experience success as they build on their passions and imagination. Interdependent thought and interdisciplinary work infuse curriculum and instruction. Both the aesthetics and the functionality of school spaces provide the nurture that learners need and deserve.

Indicators of this principle:

- School spaces facilitate collaboration between, among, and within groups.
- Students have easy access to tools and resources for learning in any space.
- Spaces can adapt to the scale and context of any learning endeavor.
- Settings for learning provide breakout and project areas.
- Students and staff have opportunities to personalize, brand, and contextualize their learning spaces.
- School spaces incorporate outdoor and natural settings wherever possible.
- Learning activities encourage cultural competence, lifelong learning, and resilience in the face of challenge.
- The arts are celebrated and used to engage the passions of learners.
- Learning activities support and encourage the integration of science, technology, engineering, arts, and mathematics (STEAM).



Flexibility and adaptability are key to our success.

No two students learn in identical ways. Buildings should mirror this philosophy, with spaces designed for flexibility in educational delivery, size of student groups, and increasingly intensive use of technology. Spaces should allow students to work independently and collaboratively, as well as actively participate in instruction. Appropriate technology, strategically designed and integrated, greatly enhance the teaching and learning of advanced skills and will position our schools to take advantage of technological developments in the future.

Indicators of this principle:

- Spaces are constructed to serve current and future demands.
- Learning environments support multiple learning styles, programs, student populations, and pedagogical approaches.
- Whenever possible, classroom design supports general rather than "specified" uses, so as to adapt easily if the need arises.
- Learning areas provide for both collaboration and self-reflection, to empower students and engender a culture of trust, dignity, and support.
- Learning spaces support both teachers and students in striving toward their fullest potential.
- To support all students academically, socially, and emotionally, the school community engages in continual inquiry, practice, and reflection.



Sustainability is vital.

A school campus can provide wonderful learning opportunities, and its building design can actually teach students by exposing its systems and structures. The building itself can inspire students to become environmentally conscious and responsible citizens. Rather than treat school buildings as a backdrop to the educational process, we design them as interactive, inviting, and engaging elements of the learning.

Indicators of this principle:

- Shared ownership is visible via spaces that are connected and transparent.
- Students, teachers, parents, and community help define and contribute to their school's visual, spatial, and architectural identity.
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7

Recommendations

Recommendations



Over the course of the past year, new leadership, intensive listening, and extensive planning have helped build PUSD's launch pad. Successful lift-off will require the rocket boosters of urgency and courage. A steady trajectory toward academic excellence and equity will draw energy from the diligent execution of improvement strategies. To achieve such ambitious intentions, the Five-Year Educational Master Plan Report suggests the following District commitments.

LEARNING AND CULTURE

> 1 To ensure that students learn in meaningful and active ways, the District will provide caring, engaging, and challenging experiences for every student, every day, in partnership with families and the community.

- Make sure each student is known well by at least one adult, in a school culture of shared expectations for deeper learning.
- Encourage dynamic programs of study that integrate academic disciplines, focus on solving authentic problems, and feature projects relating to students' communities and interests.
- Build a managed curriculum across grade levels, aligned with national standards like the Common Core and Next Generation Science Standards.
- Integrate school learning with the larger world through partnerships, fieldwork, service learning, and student internships.
- Use formal and informal opportunities to draw students into the discourse on school improvement and involve them in community affairs.
- Integrate English language learners in challenging academic courses, whether in Dual Language Immersion Programs or English-only classes.
- Create a class assignment process in all District schools that increases opportunities for students to communicate, collaborate, and solve problems with genuinely diverse peers.
- Encourage and reward schools that assign students to heterogeneous groups and that train teachers to address learner variability through differentiated instruction.
- Include students with identified special needs in mainstream classes, with appropriate assistance from licensed teachers.
- Align budgets strategically with the priorities that emerge.

> 2 To ensure that every school and classroom meets the challenges of 21st-century learning, the District will recruit, place, and retain teachers and leaders with exceptional qualifications, sustaining them through professional development linked to teacher performance standards, student data, and community needs.

- Align curriculum and instruction to achieve coherence across classrooms and grade levels, while meeting agreed-upon standards.
- Form professional learning communities and enhance existing ones.
- Conduct instructional rounds as a means of improving professional practice.
- Schedule time for teachers to collaborate during the school day.
- Co-locate teachers who share students to foster collaboration.
- Provide teachers with training in project-based learning to support the Graduate Profile outcomes.
- Align budgets strategically with the priorities that emerge.



COMMUNITY

➤ 3 To meet the social, emotional, and academic needs of widely variable learners, the District will provide robust supports for the development and well-being of all students, at risk or not.

- Retool and align school and community resources to promote school safety among all students and families.
- Educate teachers and families in the mindsets, dispositions, competencies, and environments that help all learners fulfill their potential, as individuals and in community.
- Teach students how to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, maintain positive relationships, and make responsible decisions.
- Cultivate systems that link students to the right supports, both inside and outside school, and ensure strong, ongoing communication between teachers, support providers, and families.
- Include all students fully in the life of the school community, and accommodate their differences appropriately.
- Partner with the cities of Pasadena, Altadena, and Sierra Madre to provide free early childhood education for young children from low-income families, with the goal of every child reading by the end of third grade.
- Add more Healthy Start programs at schools throughout the District.
- Develop a “parent university” to foster skills promoting healthy child development, engage parents in their children’s learning and school, assist families in preparing their children for college, and link families with educational resources to strengthen their networks and opportunities.
- Align budgets strategically with the priorities that emerge.

➤ 4 To harness and organize the energies and resources of its community partners, the District will ensure that all its divisions collaboratively develop, align, coordinate, and routinize effective practices to support the contributions of valued contributors.

- Build on successful existing partnerships with industry, higher education institutions, and social service agencies, as exemplars for best practice and for learning embedded in contexts outside the traditional classroom.
- Promote creative exchanges between schools, local businesses, and organizations that advance the innovation economy.
- Prioritize mutual capacity, clear responsibilities, and strong two-way coordination and communication with community partners.
- Encourage the coordination, integration, and increased efficiency of local services.
- Promote joint facilities use among cities and schools in the Pasadena, Altadena, and Sierra Madre communities.
- Leverage current funding sources and/or pursue additional sustainable funding sources to maintain successful community partnerships.
- Actively recruit community partners that provide services to families and students to lease space in undersubscribed schools.
- Align budgets strategically with the priorities that emerge.



LEADERSHIP

➤ **5 To facilitate the necessary management supports for high-performing learning communities, the District will review and revise its communication mechanisms with school sites regarding such fundamental services as operations, maintenance, and budget.**

- Upgrade all communication technology to a common platform that has proved itself reliable and user-friendly in comparable school districts.
- Centralize and streamline the District's process of supplying goods and services to its schools.
- Centralize and streamline the process by which PUSD schools request and receive maintenance of their facilities and systems.
- Hire a Director of School Transformation.
- Align budgets strategically with the priorities that emerge.

➤ **6 To ensure that no PUSD student lacks access to a high-quality school environment, the District will assess and improve its open-enrollment process.**

- Analyze the information gathered by Davis Demographics regarding open enrollment, including the distribution of students from low-income and higher-income families in PUSD schools.
- Address the causes of parent concerns regarding their school choices, as shown by 2016 survey data from Goodwin Simon Strategic Research, and attend to disparities expressed by respondents of different race, ethnicity, and income levels.
- Use data to strengthen potential feeder patterns and program offerings so families can more easily see coherent K–12 pathways of choice.
- When elementary schools in a neighborhood show strong improvement, prioritize supports to transform underperforming middle and high schools in geographical proximity.
- Address inequities in access to transportation by students whose families choose schools outside of their neighborhoods, and explore partnerships with local public transportation systems to enable choice.
- Take steps to augment the (already increasing) number of out-of-district students choosing to enroll in PUSD schools, and identify schools near major transportation routes such as freeways and metro rail lines.
- Ensure support for unique academic programs not filled to capacity, either through recruitment to increase enrollment or by obtaining substantial state assistance.
- Focus on improving middle and high schools, the levels at which parents report the least satisfaction and students leave the District to pursue other educational options.
- Develop a plan and timeline for selection, startup, and supports for PUSD "innovation schools" to exemplify and demonstrate the best research on 21st-century learning environments.
- Align budgets strategically with the priorities that emerge.



FACILITIES

➤ 7 To propel all teachers and students toward high performance in a changing world, the District will upgrade facilities to provide the spaces and technological infrastructures capable of connecting people as learners and leaders.

- Use the District's Guiding Principles in conducting facilities audits of all District schools.
 - Audit the facilities of schools with signature programs to determine whether their campuses support their educational goals.
 - Audit the conditions of current facilities with intended educational programs in mind.
 - Adopt the proposed revised Educational Specifications for new school facilities.
 - Act on the recommendations included in the District's 2014–17 Technology Plan.
 - Prioritize frequent and inclusive communication with voters about PUSD successes and needs, in order to build support for future bond measures.
 - Fund and conduct study tours in which educators, facilities staff, and community stakeholders visit exemplary K–12 campuses designed to support 21st-century learning.
 - Engage in vigorous educational planning to help prioritize capital expenditures.
 - Consider the sale or lease of the current District offices and relocation of District leaders into spaces in undersubscribed schools.
 - Balance the need for facilities improvements with the educational needs of schools and communities.
 - To ensure the wise use of public funds, pay particular attention to undersubscribed schools and consider closure only after diligent study.
- During the 2016–17 school year, review the improvement strategies in underperforming and undersubscribed schools, and determine if any schools need to be closed or consolidated.
 - Provide a Facilities Master Plan that spells out the necessary improvements to bring PUSD schools into the 21st century.





Conclusion

Decisions about school facilities count among the most complex that any District leadership must confront.

They require foresight about changing demographic patterns, and insight about how educational innovation can draw families from far and wide. Districts across the nation have closed or consolidated undersubscribed schools, only to find themselves seeking new spaces within a decade, as enrollment grew.

Facilities planning inevitably interweaves with issues of management, budget, human resources, communication, professional learning, academic challenge and support, school climate and culture, and community partnerships.

Successful facilities improvements in PUSD, therefore, will emerge not so much from rules and regulations as from a culture that suffuses every decision and every action:

- **A culture of trust**, as the District welcomes, values, and supports its employees, parents, students, and larger community.
- **A culture of collaboration**, as District stakeholders celebrate its strengths, build positive relationships, and work toward academic excellence.
- **A culture of continuous improvement**, as all in the District embrace their personal and professional opportunities to grow as a community of learners.

To harness and organize the energies and resources of its valued partners, the District's systems must develop, coordinate, and routinize effective practices.

Pasadena Unified School District is primed and ready for the development of that stronger culture. Enrollment has stabilized, significant input has been gathered, and with this Educational Master Plan, a road map is now in place for school improvement.

To launch the next five years of increasing excellence, access, and equity, the District and all its stakeholders must now summon the courage, confidence, leadership, and energy for lift-off.



Pasadena Unified School District

District-Wide Educational Master Plan

Elementary Schools	2015-16 Enrollment	Enrollment as of September 6, 2016	Change	School Capacity	Utilization Rate - Resident PUSD Student Statistics			Existing Signature Program	Proposed Signature Program	Feeder Patterns	
					Total # of PUSD Students Residing in Each ES Attendance Area	# of PUSD Students Attending School of Residence	% of PUSD Student Attending School of Residence			Elementary Schools to Middle School	Middle Schools to High School
Altadena* (K-5)	308	260	-48	655	602	180	30%	Neighborhood	Mandarin Dual Language with Arts Focus	Eliot Arts Magnet Academy	Muir HS/ Pasadena HS
Cleveland* (K-5)	184	184	0	564	218	70	32%	Neighborhood	-	Washington STEAM Magnet Academy	Muir HS
Don Benito Fundamental (K-5)	602	621	19	852	181	88	49%	Neighborhood	-	Wilson MS	Pasadena HS
Field (K-5)	481	497	16	630	Info not available	Info not available	Info not available	DLIP Mandarin	-	Sierra Madre MS	Pasadena HS
Franklin* (K-5)	258	239	-19	332	463	184	40%	Neighborhood	-	Eliot Arts Magnet Academy	Muir HS/ Pasadena HS

* denotes schools in need of immediate improvement due to declining enrollment

Elementary Schools	Business & Community Partners	Educational Tech Classroom Needs	Work Remaining under Measure TT	Work for Future 2020 Bond
Altadena* (K-5)	-	Applications: - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media	If a visual and performing arts (VAPA) program is implemented, will need performance space, visual arts storage, a clay trap, kiln, etc.	Modernize the remainder of classrooms and provide facilities support for the VAPA Program and continue what is not done under the Tier 2 work.
Cleveland* (K-5)	East Arroyo Residents Association, Neighborhood Church, Education through Music, Caltech, JPL, Carnegie Observatory, Westridge School for Girls, Keller-Williams Realty	Applications: - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media	-	No work is being planned
Don Benito Fundamental (K-5)	Pasadena Education Foundation, JPL, Carnegie Observatory, Upper Hastings Ranch Association, Mad Science, and Play Well	Applications: - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media	FLS is needed	Modernization Needed
Field (K-5)	After Hours Rotary Club, First Church of the Nazarene, Global Club of PCC, La Salle High School	Applications: - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media	Classroom Modernization	Modernization Needed
Franklin* (K-5)	Altadena Rotary Club, Pasadena Rotary Club	Applications: - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media	TBD by Master plan needs	Technology upgrades. Existing classroom & admin modernization

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					Total # of PUSD Students Residing in Each ES Attendance Area	# of PUSD Students Attending School of Residence	% of PUSD Student Attending School of Residence			Elementary Schools to Middle School	Middle Schools to High School
Hamilton (K-5)	576	589	13	584	430	306	71%	Neighborhood	-	Wilson MS	Pasadena HS
Jackson STEM Dual Language Magnet Academy (K-5)	504	551	47	596	543	389	53%	STEM and DLIP Spanish	-	Washington STEAM Magnet Academy, Blair (Spanish DLIP)	Muir HS, Blair (Spanish DLIP)
Jefferson* (K-5)	384	395	11	964	412	210	51%	-	Spanish Dual Language Expansion Site with Arts focus	Eliot Arts Magnet Academy, Blair (Spanish DLIP)	Muir HS/ Pasadena HS, Blair (Spanish DLIP)
Longfellow (K-5)	525	513	-12	708	500	243	49%	Neighborhood	-	Eliot Arts Magnet Academy	Muir HS/ Pasadena HS
Madison* (K-5)	474	456	-18	814	850	364	43%	Focus School	-	Washington STEAM Magnet Academy	Muir HS

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Elementary Schools	Business & Community Partners	Educational Tech Classroom Needs	Work Remaining under Measure TT	Work for Future 2020 Bond
Hamilton (K-5)	Armory Center for the Arts, Caltech	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media - Nearpod	TBD by MPT	TBD by MPT
Jackson STEM Dual Language Magnet Academy (K-5)	Caltech, Jet Propulsion Laboratory, (JPL), Garden School Foundation, Armory Center for the Arts, Pasadena Symphony & Orchestra, Oakwood Brass, Reading Partners, Kids Reading to Succeed (KRS), AIA Pasadena and Foothill, Pasadena Rotary Club, Altadena Rotary Club, Pasadena Masonic Lodge, John Muir High School	Applications -Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media - Nearpod	-	Addition of (4) classroom wing to meet current capacity and (4) more classroom wing to project future capacity - complete modernization is necessary for future (20/20 Bond)
Jefferson* (K-5)	Pasadena Conservatory of Music, Masonic Lodge of Pasadena, Villa Gardens, Five Acres Counseling, JPL, Pasadena Playhouse, Armory Center for the Arts, Side Street Projects	Applications -Safari Montage - Typing Without Tears - Newsela - Front Row -Recap - Stemsscopes - SpeakPipe - Common Sense Media Spanish Supports -Nearpod	-	-
Longfellow (K-5)	Caltech, Audubon Society	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media - Nearpod	-	-
Madison* (K-5)	Aspire Ministry, All Saints Church, Armory of the Arts Center, Cal-Tech, CATZ Gym, Covenant Church, El Portal Restaurant, Junior League of Pasadena, JPL, Latino Heritage Committee, Marshall Puente Program, Pasadena Councilman Victor Gordo, Pasadena Police Department, Sycamores Mental Health, University of Southern California, Pasadena City College MESA Program	Applications -Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media - Nearpod	TBD by MPT	-

Pasadena Unified School District

District-Wide Educational Master Plan

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					Total # of PUSD Students Residing in Each ES Attendance Area	# of PUSD Students Attending School of Residence	% of PUSD Student Attending School of Residence			Elementary Schools to Middle School	Middle Schools to High School
Mckinley (K-8)	924	1,023	99	1,792	576	280	49%	Neighborhood / Arts Focus	Piloting Blended Learning (personalized learning from Summit Basecamp)	Blair School	Blair School
Norma Coombs (K-5)	464	456	-8	461	221	36	16%	Neighborhood	-	Wilson MS	Pasadena HS
Roosevelt* (K-5)	338	319	-19	418	346	143	41%	Neighborhood	-	Washington STEAM Magnet Academy	Muir HS
San Rafael (K-5)	449	470	21	456	Info not available	Info not available	Info not available	Dual Language Spanish Immersion Program (SDLIP)	Perhaps an expansion to Linda Vista for Middle School Spanish Dual Immersion	Blair School	Blair School

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Elementary Schools	Business & Community Partners	Educational Tech Classroom Needs	Work Remaining under Measure TT	Work for Future 2020 Bond
Mckinley (K-8)	Vroman's Bookstore, Merrill Lynch	Applications - Safari Montage - Typing Without Tears - Newsela - Common Sense Media Blended Learning Supports - Workspaces - Haiku - Hapara - Nearpod - Recap - SpeakPipe - Front Row - Stemsscopes	-	Phase 2 (existing campus mod)
Norma Coombs (K-5)	Scholastic Book Fairs, Terry Piasky –Podley Properties, Pasadena Education Foundation (PEF)	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media - Nearpod	-	Modernization Needed
Roosevelt* (K-5)	Avery Dennison, Armory Center for the Arts	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media - Nearpod	-	-
San Rafael (K-5)	West Pasadena Residents' Association	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media Spanish Supports -Nearpod -Recap - SpeakPipe	-	Technology Upgrade is needed.

Pasadena Unified School District

District-Wide Educational Master Plan

Elementary Schools	2015-16 Enrollment	Enrollment as of September 6, 2016	Change	School Capacity	Utilization Rate - Resident PUSD Student Statistics			Existing Signature Program	Proposed Signature Program	Feeder Patterns	
					Total # of PUSD Students Residing in Each ES Attendance Area	# of PUSD Students Attending School of Residence	% of PUSD Student Attending School of Residence			Elementary Schools to Middle School	Middle Schools to High School
Sierra Madre (K-5)	668	646	-22	738	503	464	92%	Neighborhood	-	Sierra Madre MS	Pasadena HS
Washington Elem STEM Magnet (K-5)	600	570	-30	968	905	407	45%	STEM	-	Washington STEAM Magnet Academy	Muir HS
Webster (K-5)	451	440	-11	754	550	276	50%	Neighborhood	-	Eliot Arts Magnet Academy	Muir HS/ Pasadena HS
Willard (K-5)	644	604	-40	804	450	366	81%	IB (International Baccalaureate) / STEM	-	Wilson MS, Blair (IB)	Pasadena HS, Blair (IB)
Total of all Elementary	8,834	8,833	-1	13,090	7,750	3,822	-	-	-	-	-

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Elementary Schools	Business & Community Partners	Educational Tech Classroom Needs	Work Remaining under Measure TT	Work for Future 2020 Bond
Sierra Madre (K-5)	Celebrated Visual and Performing Arts Programs; Highly Qualified Professional Educators; Involved School Community; Tradition of Academic Excellence and Student Achievement; Community Partnerships; Beautiful Learning Environment; After School Enrichment Classes; Neighborhood School	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media - Nearpod	-	Modernization & Tech Upgrade
Washington Elem STEM Magnet (K-5)	Cal Tech, Trash for Teaching, UCLA Center X, UCLA Lab School, Side Street Projects, NASA, Parsons	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media - Nearpod	Technology Upgrade	-
Webster (K-5)	PEF (Pasadena Education Foundation), PEN (Parent Network Education), Nestle, CalTech, JPL, Carnegie Observatory	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media - Nearpod	TBD by MPT	Technology Upgrade
Willard (K-5)	All Saints Episcopal Church, Armory center for the Arts, Boys & Girls Club of Pasadena, Don Hagopian Photography, Foothill Family Service, In-N-Out Burger Restaurant, Island's Fine burgers & Drinks Restaurant, Kidspace Museum, Monte Vista Grove Homes, Norman's Nursery, SchoolsFirst Federal Credit Union, Souplantation Restaurant, Starbucks, Target Stores, Pasadena Assistance League, Vroman's Bookstore	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media - Nearpod	TBD by MPT	-
Total of all Elementary	-	-	-	-

Pasadena Unified School District

District-Wide Educational Master Plan

Middle Schools	2015-16 Enrollment	Enrollment as of September 6, 2016	Change	School Capacity	Utilization Rate - Resident PUSD Student Statistics			Existing Signature Program	Proposed Signature Program	Feeder Patterns	
					Total # of PUSD Students Residing in Each ES Attendance Area	# of PUSD Students Attending School of Residence	% of PUSD Student Attending School of Residence			Elementary Schools to Middle School	Middle Schools to High School
Eliot Arts Magnet Academy	428	429	1	959	1,055	284	27%	Arts Magnet Academy	Spanish Dual Immersion with STEM (for Jefferson feeder) and Mandarin Dual Language (for Altadena feeder)	-	Muir HS/ Pasadena HS Blair (Spanish DLIP)
Sierra Madre MS	447	483	36	740	235	229	97%	Dual Language Mandarin Immersion Program (DLIP) (for Altadena feeder)	-	-	Pasadena HS
Washington STEAM Magnet Academy	520	529	9	900	1,222	446	36%	STEAM Magnet Academy	Spanish Dual Immersion with STEM (for Jackson feeder)	-	Muir HS
Wilson MS	528	538	10	1,915	556	304	55%	Advanced Scholars/ Comp Tech	Possible IB return? CISCO Academy (feeds to PHS)	-	Pasadena HS
Total of all Middle	1,923	1,979	56	4,514	3,068	1,263	-	-	-	-	-

* denotes schools in need of immediate improvement due to declining enrollment

Middle Schools	Business & Community Partners	Educational Tech Classroom Needs	Work Remaining under Measure TT	Work for Future 2020 Bond
Eliot Arts Magnet Academy	The Huntington Library, Art Collections, and Botanical Gardens, Lineage Dance, Art Center College of Design, The Pasadena Playhouse, The Music Center, Light Bringer Project, Room 13 International, Little Kids Rock, Montecedro, Altadena Chamber of Commerce, Altadena Library	Applications - Safari Montage - Newela - Hapara Supports - Portfolios in Haiku - TurnItIn - Common Sense Media - Nearpod	-	Facilities upgrades needed
Sierra Madre MS	Rotary Club, Kiwanis Club, Women's League, Sierra Madre Fire Department, Sierra Madre Police Department, Best Buy, Shumei Hall, Los Angeles County Museum of Arts, Norton Simon, Citizens Business Bank, Pasadena Historical Museum, Sierra Madre Creative Arts Group, Caltech.	Applications - Safari Montage - Newela - Hapara Supports - Portfolios in Haiku - TurnItIn - Common Sense Media Mandarin Supports - Recap - SpeakPipe - Nearpod	-	Fields Repairs & Upgrade
Washington STEAM Magnet Academy	Caltech, JPL, Music Center, Metro, La Pintoresca Branch Library, PHS App Academy, Muir H.S. Engineering Academy, Huntington Library, Armory Center for the Arts, PCC, College Access Plan, Kidspace Children's Museum	Applications - Safari Montage - Newela - Hapara Supports - Portfolios in Haiku - TurnItIn - Common Sense Media Spanish Supports - Recap - SpeakPip - Nearpod	Kitchen and Auditorium Mod.	Existing classroom modernization
Wilson MS	Neighborhood Church of Pasadena	Applications - Safari Montage - Newela - Hapara Supports - Portfolios in Haiku - TurnItIn - Common Sense Media- Nearpod	-	TBD by MPT
Total of all Middle	-	-	-	-

Pasadena Unified School District

District-Wide Educational Master Plan

6-12 Secondary Schools	2015-16 Enrollment	Enrollment as of September 6, 2016	Change	School Capacity	Utilization Rate - Resident PUSD Student Statistics			Existing Signature Program	Proposed Signature Program	Feeder Patterns	
					Total # of PUSD Students Residing in Each ES Attendance Area	# of PUSD Students Attending School of Residence	% of PUSD Student Attending School of Residence			Elementary Schools to Middle School	Middle Schools to High School
Blair School	990	1,073	83	1,791	297	131	44%	Health Careers Academy (HCA), IB (International Baccalaureate)	Possible Math/ Science Accelerated Academy, Spanish Dual Language (feed from Jackson, Jefferson, and San Rafael)	-	-
Marshall Fundamental School	1,945	2,017	72	2,101	Info not available	Info not available	Info not available	Academy for Creative Industries (ACI)	-	-	-
Total of all 6-12 Secondary	2,935	3,090	155	3,892	297	131	-	-	-	-	-

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6-12 Secondary Schools	Business & Community Partners	Educational Tech Classroom Needs	Work Remaining under Measure TT	Work for Future 2020 Bond
Blair School	Huntington Hospital, Kaiser Permanente, California Institute of Technology, Pasadena Chamber of Commerce, Con Carino, Pasadena City College, Pasadena Lions Club, Pasadena After Hours Rotary, Le Cordon Bleu, Lake Avenue Church, Lake Avenue Community Foundation, Arts College of Design, Pasadena Showcase House	Applications - Safari Montage - Newela - Hapara Supports - Portfolios in Haiku - Turn It In - Common Sense Media - Nearpod	-	-
Marshall Fundamental School	Marshall Athletic Booster, Marshall Music Boosters, Tournament of Roses, Rotary Club, Kiwanis Club, Elks Club, Posse Foundation, Gates Millennium Foundation, Assistance League of Pasadena, Upward Bound, UCLA Early Academic Outreach Program, LA Philharmonic, American Composers Forum, Quest Bridge Foundation, Mr. Holland's Opus Foundation, Aesthetic Prosthetic, Pasadena Playhouse, Armory Center for the Arts, A Noise Within	Applications - Safari Montage - Newela - Hapara Supports - Portfolios in Haiku - TurnItIn - Common Sense Media - Nearpod	-	-
Total of all 6-12 Secondary	-	-	-	-

Pasadena Unified School District

District-Wide Educational Master Plan

High Schools	2015-16 Enrollment	Enrollment as of September 6, 2016	Change	School Capacity	Utilization Rate - Resident PUSD Student Statistics			Existing Signature Program	Proposed Signature Program	Feeder Patterns	
					Total # of PUSD Students Residing in Each ES Attendance Area	# of PUSD Students Attending School of Residence	% of PUSD Student Attending School of Residence			Elementary Schools to Middle School	Middle Schools to High School
John Muir High School	844	878	34	1,755	2,432	764	31%	Arts, Entertainment & Media (AEM), Business & Entrepreneurship (BE), Culinary Arts & Hospitality Academy (CAHA), Engineering & Environmental Sciences Academy (EESA)	Early College Magnet School (already a dual enrollment school with PCC) Possible technology academy. Possibly an Expansion site for Spanish Dual Immersion with STEM (feeder from Washington MS)	-	-
Pasadena High School	1,792	1,775	-17	2,745	1,663	1,043	63%	APP Academy (APP), Creative Arts, Media & Design (CAMAD), Law & Public Service (LPS)	CISCO Academy (feeds from Wilson) Mandarin Dual Language with Arts Focus (feeds from Altadena, Field, Sierra Madre Middle)	-	-
Total of all High	2,636	2,653	17	4,500	4,095	1,807	-	-	-	-	-

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High Schools	Business & Community Partners	Educational Tech Classroom Needs	Work Remaining under Measure TT	Work for Future 2020 Bond
John Muir High School	Pasadena City College, Pasadena Education Foundation, Pasadena Chamber of Commerce, Aerospace Corporation, Armory Center for the Arts, Cal State LA Upward Bound, Caltech, Cerritos College, Dodgers Foundation, FIDM, Flintridge Center, Foothill WIB, JMHS Alumni Association, JPL, Lightbringer Project, Lincoln Restaurant, Los Angeles Dodgers, MPYD, NATHA, City of Pasadena, Northrup Grumman, Pasadena LEARNs, Perry's Joint, Tournament of Roses, UCLA Early Academic Outreach Program, Pankow Builders, and Parsons.	Applications - Safari Montage - Newela - Hapara Supports - Portfolios in Haiku - Turn It In - Common Sense Media - Nearpod	-	-
Pasadena High School	Caltech, Pasadena Educational Foundation, Pasadena Bar Association, L.A. Futures Program with Saatchi & Saatchi, imprint A Student-Run Print Shop By CAMAD, Pasadena Chamber of Commerce, Sierra Madre Congregation, Approximately \$ 35.7 million in Scholarships and Grants for colleges and universities 2010-2015	Applications - Safari Montage - Newela - Hapara Supports - Portfolios in Haiku - Turn It In - Common Sense Media - Nearpod	Site work for Access	-
Total of all High	-	-	-	-

Pasadena Unified School District

District-Wide Educational Master Plan

Alternative Schools	2015-16 Enrollment	Enrollment as of September 6, 2016	Change	School Capacity	Utilization Rate - Resident PUSD Student Statistics			Existing Signature Program	Proposed Signature Program	Feeder Patterns	
					Total # of PUSD Students Residing in Each ES Attendance Area	# of PUSD Students Attending School of Residence	% of PUSD Student Attending School of Residence			Elementary Schools to Middle School	Middle Schools to High School
CIS Academy (at PHS)	242	177	-65	385	-	-	-	Career Expoloration & Options (CEO)	-	-	-
Rose City Continuation HS (at 351 S. Hudson)	305	209	-96	455	-	-	-	Career Expoloration & Options (CEO)	-	-	-
Total of all Alternative	547	386	-161	840	-	-	-	-	-	-	-

Grand Total All Schools	2015-16 Enrollment	Enrollment as of September 6, 2016	Change	School Capacity	Utilization Rate - Resident PUSD Student Statistics			Existing Signature Program	Proposed Signature Program	Feeder Patterns	
					Total # of PUSD Students Residing in Each ES Attendance Area	# of PUSD Students Attending School of Residence	% of PUSD Student Attending School of Residence			Elementary Schools to Middle School	Middle Schools to High School
Total of all Schools	16,875	16,941	66	26,836	15,210	7,023	-	-	-	-	-

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Alternative Schools	Business & Community Partners	Educational Tech Classroom Needs	Work Remaining under Measure TT	Work for Future 2020 Bond
CIS Academy (at PHS)	-	-	-	-
Rose City Continuation HS (at 351 S. Hudson)	-	-	-	-
Total of all Alternative	-	-	-	-

Grand Total All Schools	Business & Community Partners	Educational Tech Classroom Needs	Work Remaining under Measure TT	Work for Future 2020 Bond
Total of all Schools	-	-	-	-

References and Resources

2015-16 Demographic Report

The Davis Demographics report revised in May 2016 provides information for PUSD's planning efforts. The purpose of this report is to identify and inform the District of trends occurring in the community, how trends may affect future student population, and to assist in illustrating facility adjustments that may be necessary to accommodate the potential student population shifts. The report is a snapshot only of current population based on data gathered in 2014. Population demographics change, funding opportunities change, District priorities can change, and, therefore, the projections will shift. This was the case in the 2015-16 academic year, where the trend line projecting a continued decrease in enrollment did not hold. This trend turned positive and PUSD remained flat when compared to the previous years actual enrollment. The shift was due in part to new academic programs and an increase in interdistrict enrollment.

The **Davis Demographics** report was modified this year and now features an updated Executive Summary and geographic spatial maps that provide data on declining birth rates, a comparison of school capture rates in the San Gabriel Valley, mapping on educational opportunities in the PUSD catchment area, and tracking on interdistrict transfer rates.

School Capacity Study

In October 2013, the PUSD conducted a study to establish the capacity from an educational program perspective utilizing the most current data available to school spaces. Use of classrooms and support spaces varies from school to school and from year to year, but having a record of their uses provides data to determine impact from enrollment shifts or when changes in program are made. The 2013 School Capacity Study provides a physical database of existing classroom spaces and support facilities which is a valuable planning tool when studying enrollment trends, program changes and school utilization.