



## The Pasadena Unified School District Master Plan Process

The Pasadena area is well-known for its creative and innovative economy, as reflected in all aspects of community life. Valuing academic excellence, innovation, and diversity in program and students, the Pasadena Unified School District (PUSD) is working to:

- Partner with the community and higher education partners to ensure quality educational options;
- Provide dynamic instruction to better equip students for success in a rapidly-changing world;
- Leverage community assets to offer cogent student supports; and
- Envision more powerful learning environments to support 21st century skill development.

### What is a Master Plan?

A master plan serves as a blue print to guide program development, facility investments, and ultimately student success. The process will ensure that team members gather several data points to ensure that innovative, attractive, and successful educational programs are well-supported by capital expenditures. Vigorous visioning will lead to the development of a robust five-year Educational Master Plan, which will in turn lead to a Facilities Master Plan, ensuring that instruction drives construction.

### Why a Master Plan?

PUSD is accountable for ensuring that excellence in learning is realized by students today and tomorrow. The Master Plan will help the District to make sound investments, solve long-term challenges, transform an aging infrastructure, and provide more innovative and equitable opportunities for all.



### PASADENA UNIFIED SCHOOL DISTRICT

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## What are the Four Main Components of the PUSD Master Plan Process?

The Superintendent's Executive Leadership Team has organized the work of the Master Plan into four key areas of focus: Community, Instruction, Leadership and Facilities.

### Community

An MPT Survey Task Force, led by Mercy Santoro, Associate Superintendent, School Support Services, and comprised of several talented community members and educational leaders, is working with an independent research group to gather data that will help the District determine how to improve PUSD schools and its school choice enrollment program. They began by conducting two focus groups — parents who have chosen to transfer one or more of their children out of PUSD schools, and parents who predominantly speak Spanish in their homes. Working with members of the district's executive leadership team and a Master Plan Survey Ad Hoc, made up of parent representatives and staff, continue to meet in refining the questions. The Survey Ad Hoc is working with Goodwin Simon Strategic Research to inform the development of four surveys to be administered in early February. Surveys will be administered to: 1) parents with children in PUSD schools; 2) parents who live in the Pasadena area with children of pre-school age; 3) parents who chose to transfer their students out of PUSD schools; and 4) parents with students in charter or independent schools. A survey will also be available online for all PUSD families to participate. The data gathered in this process will be critical to decision-making going forward. (In addition, the PUSD team is working to develop, strengthen, and enhance partnerships, not only with the cities of Pasadena, Altadena and Sierra Madre, but also with social services, philanthropic, Pasadena City College and higher education, arts, and industry leaders.)

### Instruction

Chief Academic Officer Dr. Shawn Bird is leading PUSD's efforts to ensure that differentiated high-quality dynamic instruction results in quality learning for every student. His team is implementing a managed instruction and performance empowerment initiative to improve student achievement and making plans to strategically invest in the professional development of teachers. Dr. Bird is concurrently directing an MPT Request for Proposal (RFP) Task Force that hopes to establish a process that will provide interested local stakeholders the opportunity to develop innovative school programs. Much like successful innovation school initiatives in cities like Boston, Denver, Los Angeles, and New York, the MPT RFP Task Force hopes to spark community interest and investment in new high-performing schools.

## **Leadership**

Dr. Bird and the Superintendent's Executive Leadership Team are also reviewing current school programs and feeder patterns to ensure that high-quality educational options are available in every neighborhood. They will cross-reference updated demographic information with survey results and school enrollment figures, and use the data collected to inform district decisions regarding the placement of signature programs, e.g., dual language, arts, STEM. They will also review school feeder patterns to ensure that if a student begins a signature program at one level, such as language immersion, there will be a clear pathway for that student to continue in his or her selected area of focus when matriculating through PUSD. The Executive Leadership Team also plans to review school performance data, provide support as necessary, and/or consider the changes necessary to ensure that all future investments are sound and in the best interests of PUSD students.

## **Facilities**

Chief Facilities Officer Nelson Cayabyab is overseeing the entire PUSD Master Plan process. Together with Dr. Bird, he has established a Design Advisory Team (DAT) to develop a vigorous set of educational specifications that will help PUSD implement facilities solutions that will foster greater synergy between program and building, community and school. He will also work closely with Ms. Santoro to maximize any and all potential community partnerships that are viable and well-conceived. Answering the question "where do we go from here," Mr. Cayabyab's Facilities Master Plan Team will conduct facility reviews, complete cost analyses, identify specific school projects, and identify prioritization schedules going forward.

## **Why do we Need a Master Plan Survey?**

Customer service is a top priority. Wanting to ensure that the needs of families are met, PUSD has hired Goodwin Simon Strategic Research to collect insights into how to improve the quality of education offered to current and future generations of students. In addition to providing insights into areas of improvement, desired educational programs and needed next steps, the District will use the survey results to better understand how all parents, including those who do not speak English, find information about the district and schools, and how they would prefer the district to communicate with them. Ultimately the survey findings will help set priorities and policies going forward.

## **What is the Master Plan Timeline Going Forward?**

- February 2-19: Surveys will be administered to families to gain insight regarding next steps.
- February 25: An initial Educational Master Plan outline and update will be provided to the Board of Education for feedback.
- February 26: Initial survey results will be available.
- March and April: The MPT and DAT will host meetings to gather feedback from the community.
- May: Educational Specifications will be finalized with DAT.
- June 23: The Educational Master Plan will come before the Board of Education for potential approval.
- June 30: PUSD will issue the remaining \$100M in bond funds to complete work promised in Measure TT.
- July: The priorities established in the Educational Master Plan will drive a subsequent Facilities Master Plan.

## **What is the Master Plan Goal?**

The PUSD Master Plan process is designed to engender great dividends – not only as it relates to the wise investment of the remainder of Measure TT funds, but also in building community goodwill as the District prepares for a potential 2020 bond.

Having made communication, collaboration, and community engagement top priorities, PUSD is committed to making bold and courageous changes to chart a successful future. The Superintendent has elevated this master planning initiative to be one of his highest strategic priorities, stating, "It is absolutely critical that we invest in state-of-the-art planning – not only to build capacity in our educational system, but also to ensure that the innovative and successful programs we envision are well supported by capital expenditures."



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