Draft

Equity Impact Analysis

November 2025

Lynwood Unified School District

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Lynwood Unified School District

November 2025

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EXECUTIVE SUMMARY

This report was commissioned to guide the Lynwood Unified School District (LUSD or District) in optimizing its schools through an inclusive and transparent decision-making process. It reflects the recommendations of AB 1912, the California Attorney General's Office, and the California Department of Education regarding the metrics that should be analyzed and the key details of these metrics to explore when making decisions about merging or closing schools.

The goal of school optimization is to deliver a richer educational experience to students, make more efficient use of resources, and strengthen financial stability. Consolidating students into fewer schools preserves and expands programs, reduces combination classes, supports greater inclusion in special education, maximizes facility funding, fosters teacher collaboration, and increases funds at sites for classroom supplies. Additionally, fewer school sites lower operating costs and allow facility investments to better enhance learning environments.

The main body of this report examines several key "metrics" relevant to school closures. The review aims to ensure the District adheres to AB 1912, the Attorney General's recommendations, and CDE guidelines in evaluating school closures.

LUSD is encouraged to solicit public comments on proposed school closures during a scheduled board meeting and respond to concerns about the closures. Public feedback will inform the process and help District staff understand the school community's needs.

Operating too many schools for current enrollment can impede the District's goals for students. A careful, thorough approach to school closures and reorganization can produce significant, lasting benefits for students today and in the future.

PURPOSE OF THE STUDY

The purpose of this study is to support the Lynwood School District in making informed and transparent decisions about proposed school closures. These efforts comply with the requirements set forth by Assembly Bill 1912 (AB 1912) and Education Code Section 41329. They also follow guidance from the California Attorney General and the California Department of Education.

Over the past decade, student enrollment has declined significantly and steadily. Projections suggest further decreases. The District is therefore exploring the closure of several school sites. Operating more schools than needed puts a financial strain on the District. This makes it harder to maintain facilities, deliver equitable academic programs, and support student achievement.

Total School Solutions prepared this Equity Impact Analysis to identify and assess the main equity-related consequences of proposed school closures. The main objectives are to evaluate the effects on facility conditions and costs, program availability, student demographics, transportation access, and environmental factors. The analysis also aims to clarify how students will be reassigned and to determine the receiving schools' capacity to maintain educational quality while accommodating these students.

Through this comprehensive review, the District seeks opportunities to enhance educational services and strengthen financial sustainability. It also aims to ensure equitable outcomes for all students. These findings will inform the public engagement process. Leaders can use the information to incorporate community feedback before making final decisions.

Benefits of Optimizing Facilities

The primary goal of optimizing facilities is to utilize resources efficiently, enabling students to receive the best possible education in the District. While optimizing is not solely about reducing costs, any savings from school closures will directly support academic programs.

The academic benefits of optimization include:

- Improved student programs
- Reduced number of combination (multiple-grade) classes
- Reduced unequitable class sizes between schools
- Increased teacher-grade-level collaboration
- Increased Special Education inclusion opportunities
- Enhanced-after-school programs
- Increased investment in classroom resources and supplies

Financial Considerations Include:

- When district enrollment declines, revenue decreases, but fixed costs remain unchanged.
- Dollars spent on fixed costs leave fewer dollars available for spending in other areas.

- Financial stress can make it difficult to pay competitive salaries.
- Less maintenance money means fewer repairs across campuses.
- Bond and maintenance funds spread thinly can limit facility improvements and repairs across campuses.

BACKGROUND

About the District

The Lynwood Unified School District (LUSD) is a public school district located in the city of Lynwood, in southeast Los Angeles County. District staff report that LUSD enrolls approximately 10,353 students across 12 elementary schools, 2 middle schools, 1 alternative school, and 2 comprehensive high schools. Figures 1 and 2 display maps of the District, showing locations of elementary and secondary schools, respectively. The number next to each school indicates current enrollment.

Figure 1: LUSD Boundary Map with Elementary School Locations and Enrollment

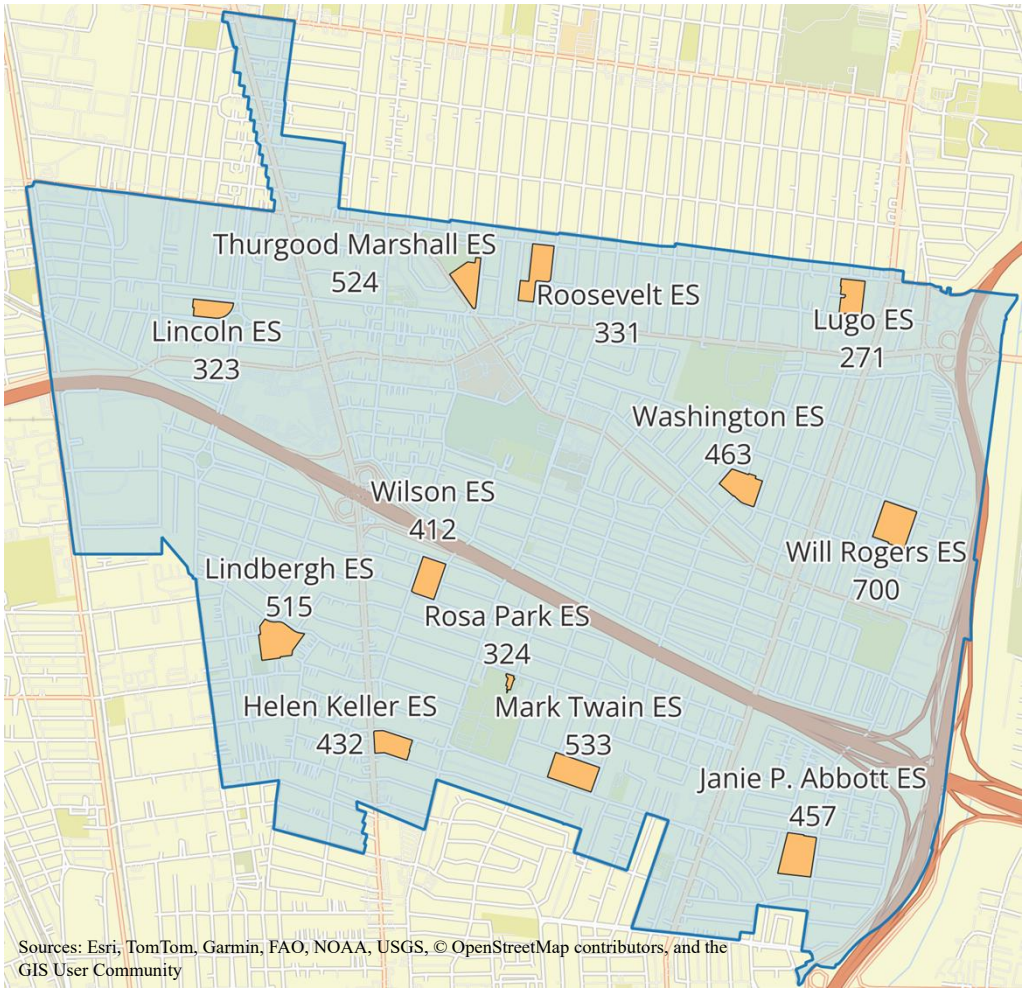
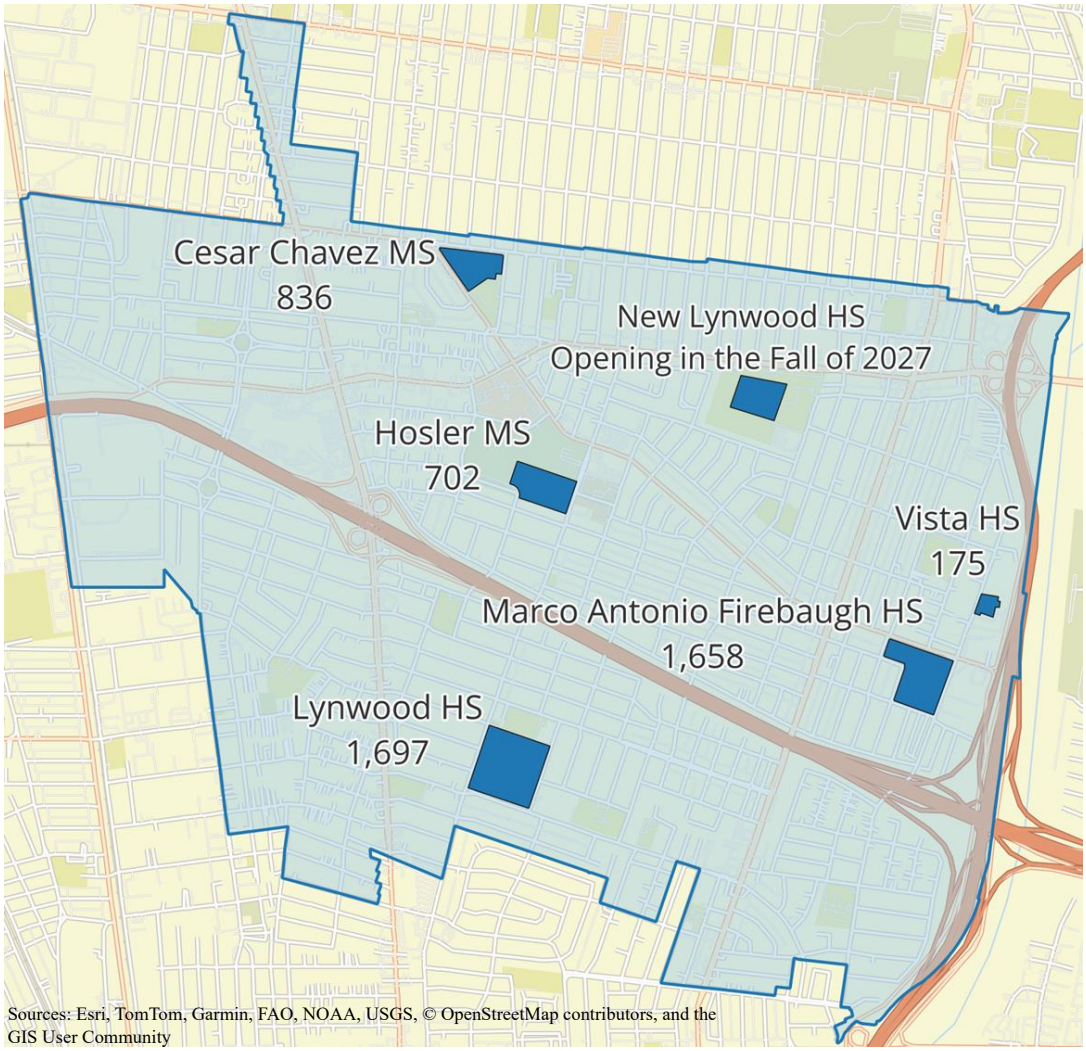


Figure 2: LUSD Boundary Map with Secondary School Locations and Enrollment

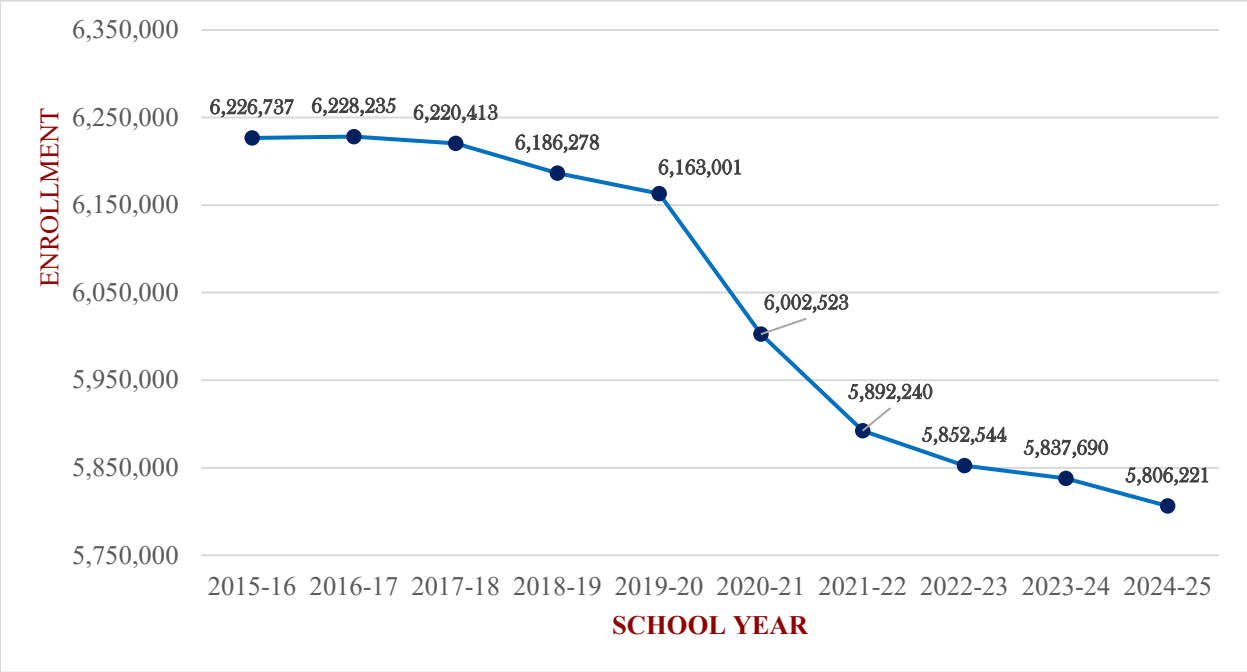


Declining Enrollment

California lost 420,516 students from 2015–16 to 2024–25, a 7.24% decrease. The Public Policy Institute of California projects statewide enrollment will drop another 7% over the next decade.

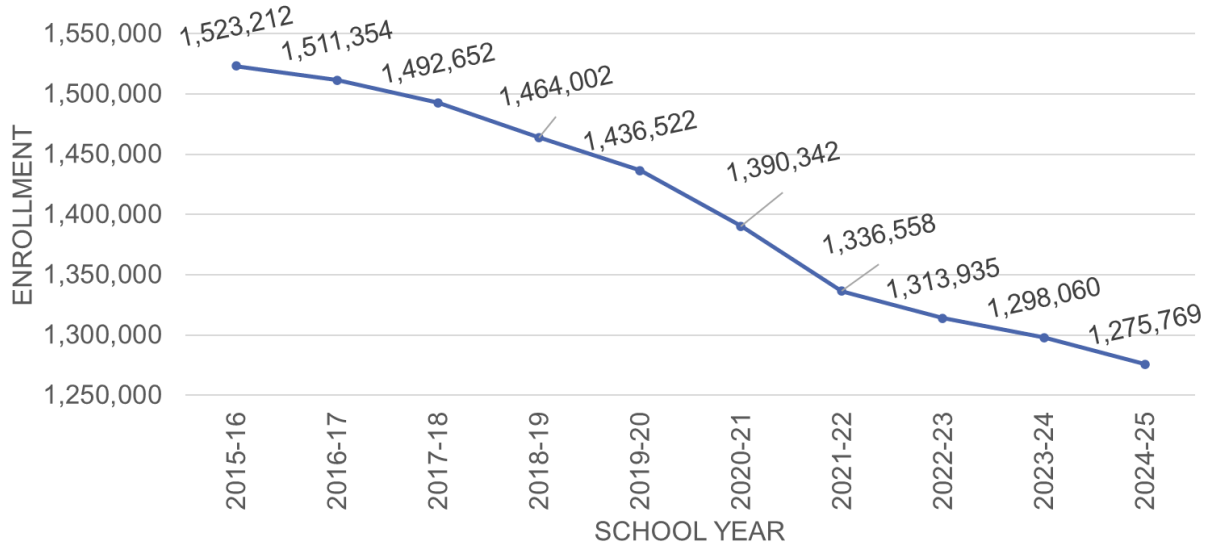
The chart below illustrates this loss.

Figure 3: California Public School Enrollment 2016-2025



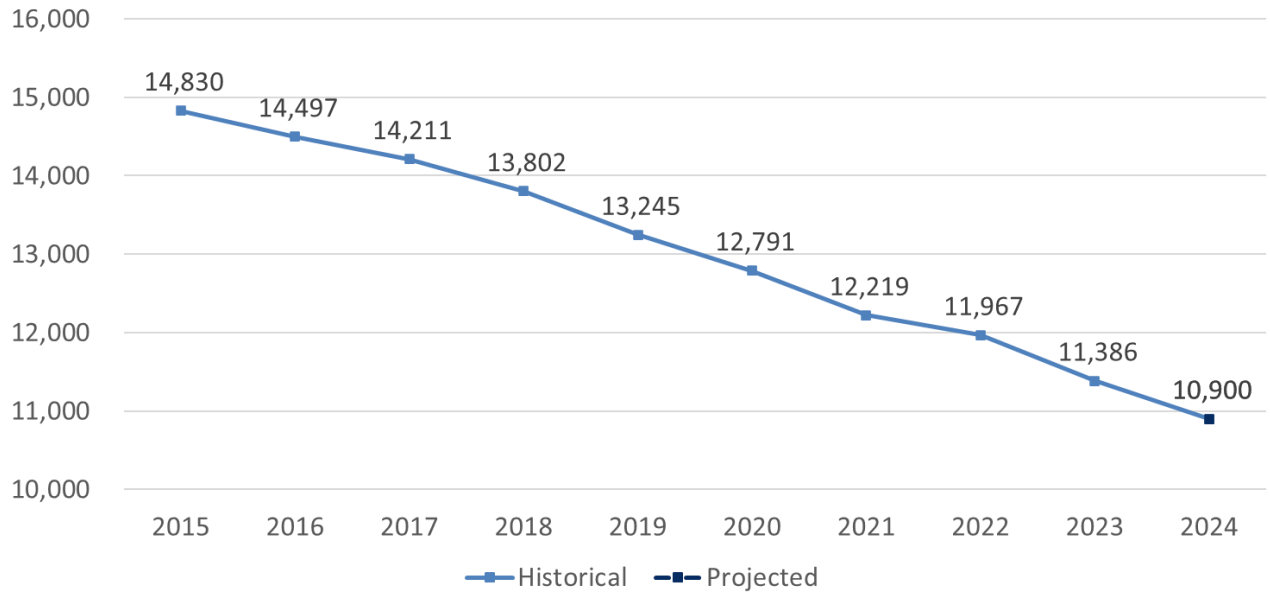
During the same period, Los Angeles County also experienced a decline in public school enrollment, with 67,247 students lost, representing a 15.64% decrease. This decrease exceeded the state's percentage decrease over the same period.

Figure 4: Los Angeles County Public School Enrollment from 2015-2024



Like Los Angeles County, LUSD experienced declining enrollment. From 2015 to 2024, LUSD lost 3,930 students—a significant decrease for the District.

Figure 5: LUSD Enrollment from 2015-2024



District projections show enrollment will drop by 887 students by 2028. The District attributes this to falling birth rates, student mobility, and limited student-generating development.

Assembly Bill 1912

Assembly Bill (AB) 1912 applies to financially distressed school districts and requires a "equity impact analysis", which is a review of how a school closure may disproportionately affect students from different backgrounds (such as by race, income, or language status). It also includes a "community engagement process" and involves actively seeking input and feedback from parents, staff, students, and community members about proposed closures. This process provides the public with the metrics or criteria used for closure decisions, allowing public input on those metrics. After making a final decision, the district must present it to the public at a subsequent regularly scheduled meeting. The presentation must review how public input was incorporated into the final recommendation. No school closure can be implemented until a district adopts a resolution confirming completion of the community engagement process.

The Attorney General has stated that school districts, such as Lynwood**, which are not in financial distress**, should also follow the guidelines outlined in AB 1912. These guidelines closely align with the best practices for school closure posted by the California Department of Education: https://www.cde.ca.gov/ls/fa/schoolclose.asp.

Districts Across the State Are Closing Schools

Declining enrollment is not a problem unique to LUSD. Figure 1 shows that California has seen a significant decline in public school enrollment over the past decade. There is no indication that this trend will reverse in the foreseeable future. Increased housing costs, couples having fewer children, and the appeal of other types of schools have left dozens of districts with too many schools serving too few children.

This is why districts are closing schools. Ojai Unified, Oakland Unified, Duarte Unified, Baldwin Park Unified, Azusa Unified, Inglewood Unified, Hacienda La Puente Unified, and Saugus Union are just a few examples facing this challenge. These districts are making the choice to close schools to address financial and educational concerns. While closing a school is not a preferred outcome, it may provide current and future students with improved educational opportunities.

In fact, in Los Angeles County alone, not counting Los Angeles Unified, at least 17 school districts have closed one or more schools since 2000, and seven of those districts have closed four or more schools each.

LA County Districts with School Closures

Hacienda la Puente Unified — 6
Inglewood Unified — 6
Baldwin Park Unified — 5
Azusa Unified — 5
Mountain View Elementary — 4
Pasadena Unified — 4
Pomona Unified — 4
Compton Unified — 2
Norwalk-La Mirada Unified — 2
Alhambra Unified — 1
Saugus Union — 1
William S. Hart Union High — 1
South Whittier Elementary — 1
Long Beach Unified — 1
El Rancho Unified — 1
Duarte Unified — 1
Wilsona Elementary — 1

Potential Closures and Receiving Schools

The closure of schools requires the District to provide students attending a closed school with the option of enrolling in another District school. Schools in LUSD have an open enrollment policy, which means that students may attend any open-enrollment school that has available capacity.

For the schools in Lynwood recommended for closure, several alternative schools are located in relatively close proximity to the neighborhoods of the affected students. This report will demonstrate that there is sufficient space in other district schools to accommodate students transitioning from the schools under consideration for closure.

Metrics

In August of 2025, the board approved metrics for the District to use when considering any school for closure. These metrics are mandated for Districts in financial distress but also recommended for all Districts that are considering school closure. These metrics are listed below:

a) The condition of a school facility.
b) The operating cost of a school and the associated savings resulting from a closure or consolidation.
c) The capacity of a school to accommodate excess pupils.
d) Special programs available at the schools being considered for closure or consolidation and whether those programs will be provided at the same current level at the schools to which pupils will be diverted.
e) Environmental factors, including, but not limited to, traffic and proximity to freeway access.
f) Balance of pupil demographics, including race or ethnicity, pupils with disabilities, English learners, foster youth, and homeless youth, in the schools being considered for closure or consolidation, and the resulting demographic balance of pupils after placement in other schools, in order to determine if the decision to close or consolidate will have a disproportionate impact on any particular demographic group.
g) Transportation needs of pupils.
h) Aesthetics and the opportunity for blight and negative impact on the surrounding community.
i) Impact on feeder school attendance patterns with the closure of any particular school and whether the closure will attenuate attendance at other schools or specialized programs as a result.

The Optimization Committee

To determine which campuses are candidates for merger or closure, the District formed a School and Facility Optimization Committee. The committee's main task was to evaluate facility use and recommend to the board which schools should be merged or closed. Their goal was to optimize services to students. The committee met five times between September 2, 2025, and October 28, 2025. They reviewed metrics that were approved by the board in August 2025 for each candidate school. This report summarizes information presented to the committee and provides an equity analysis for schools recommended for closure.

The Committee met at the LUSD District Office on the following dates:

- September 2, 2025
- September 16, 2025
- September 30, 2025
- October 14, 2025
- October 28, 2025

The committee was comprised of parents, certificated and classified association members, and school administrators. Total School Solutions facilitated the meetings and presented synthesized data to the committee.

The committee made consensus-based recommendations. Consensus meant accepting a recommendation that everyone could live with, even if it wasn't any individual's top choice. The committee recognized that the task was extremely challenging. They held tough conversations and ultimately made the following recommendations:

- Relocate Hostler Middle School to the Current Lynwood High School Campus when the New Lynwood High School Campus is open in the fall of 2027
- Close Lugo Elementary School at the end of the 2025-26 school year
- Close Wilson Elementary School at the end of the 2025-26 school year
- Close Rosa Parks Elementary School at the end of the 2025-26 school year

CONDITION OF FACILITY

Description

When evaluating facility conditions, the Attorney General advises the District to review and disclose whether specific District decisions — past or present — contributed to the withdrawal of resources from schools predominantly serving students of color. The Attorney General is concerned that the District may have allocated funds for modernization to one campus while overlooking schools serving mostly students of color, or that local parent organizations may have secured funds for enhancements such as landscaping or custodial services that low-income neighborhood schools could not access.

State funding has been insufficient, and local bonding capacity has been inadequate to generate enough resources to maintain all LUSD schools in exemplary condition. No evidence indicated that funding allocation decisions were discriminatory, but limited funds require the District to stretch facility and maintenance budgets over too many campuses relative to its student population.

Analysis

District staff used data from the District's facility master plan, as well as professional judgment and knowledge of needs, to rate the condition of schools. The following tables categorize the building rating by newer sections (built after 2004) and older sections (built prior to 2004).
It is clear, as shown in this table, that the District has struggled to keep older buildings in fair condition.

Table 1: Elementary Schools' Facilities Ratings by Age

Facility	Newer Buildings (2004 to current)	Older Buildings (Pre-2004)
Helen Keller Elementary	Good	N/A
Janie P. Abbott Elementary	Good	Poor
Lincoln Elementary	Good	Unsatisfactory
Lindbergh Elementary	Good	Poor
Lugo Elementary	Good	Poor
Mark Twain Elementary	Like New	Poor
Roosevelt Elementary	Fair	Poor
Rosa Parks Elementary	Good	Poor
Thurgood Marshall Elementary	Fair	N/A
Washington Elementary	Good	Poor
Will Rogers Elementary	Good	Poor
Wilson Elementary	Good	Poor

The older buildings at the district secondary schools are generally in better condition. Only Firebaugh High School has older buildings rated as poor. As expected, the older buildings on these campuses are not rated as highly as the newer buildings.

Table 2: Secondary Schools' Facilities Ratings by Age

Facility	Newer Buildings (2004 to current)	Older (Pre-2004)
Middle School		
Cesar Chavez Middle	Good	Fair
Holser Middle	Good	Fair
High School		
Vista High	Good	Fair
Lynwood High (Bullis)	N/A	Fair
Marco Antonio Firebaugh High	Good	Poor

Using the Facility Master Plan and staff knowledge of the District, the District provided an overall rating for each elementary campus. The results indicate that 2 schools are rated as good, 6 schools are rated as fair, and 4 schools are rated as poor.

Table 3: Elementary School Buildings' Overall Rating

Facility	Building Overall
Helen Keller Elementary	Good
Janie P. Abbott Elementary	Fair
Lincoln Elementary	Poor
Lindbergh Elementary	Fair
Lugo Elementary	Poor
Mark Twain Elementary	Fair
Roosevelt Elementary	Fair
Rosa Parks Elementary	Poor
Thurgood Marshall Elementary	Good
Washington Elementary	Fair
Will Rogers Elementary	Fair
Wilson Elementary	Poor

The same overall rating was also provided for the secondary schools.

Table 4: Secondary School Buildings' Overall Rating

Facility	Building Overall
Middle Schools	
Cesar Chavez Middle	Good
Holser Middle	Poor
High Schools	
Vista High	Good
Lynwood High (Bullis)	Fair
Marco Antonio Firebaugh High	Good

Based on the facility conditions, the committee decided to further study the feasibility of closing any of the schools that had an overall poor rating.

SCHOOL OPERATION COST AND SAVINGS

Description

School districts operate in accordance with many of the same economic principles that apply to most businesses, including the theory of economies of scale. In economic terms, this theory posits that cost reductions occur when companies increase production, as fixed costs are spread over a greater number of units produced. The inverse is also generally true; costs per unit increase when companies reduce production, as the allocated fixed costs per unit also increase.

In school districts, as enrollment decreases, the cost per student increases because the fixed costs of operating schools generally cannot be reduced in proportion to the decrease in enrollment. This dynamic causes smaller schools to operate at a greater per-pupil cost than larger schools. It can create inequity in the distribution of per-pupil resources to schools within the same district. Fixed costs in schools include administrative, clerical, and various other support staff.

Some savings will typically be generated when the District closes a school; the Attorney General recommends reviewing potential cost savings to ensure that savings do not include costs associated with serving students with high needs or disabilities. These groups are provided additional state and federal funding and are more expensive to serve than the general student population regardless of what school they attend.

If a school is closed, many unrestricted general fund positions would transfer to other sites. So, each site's total general fund amount does not reflect salary and benefit savings from closing a school. The positions below are typical of what the District might eliminate or reduce:

- Principal, Assistant Principal
- Office Manager
- Office Clerk
- Custodial Time
- Security
- Teaching Assistants

Restricted funds such as LCAP supplemental and concentration funds and Title I funds are restricted and generally not used for most operational costs. Still, when a school is closed, these funds can be redirected to the intended programs.

Increased needs at receiving schools could result in reduced savings. For example, a larger student body might require more vice principals or classified staff. This would lower savings. Savings could also rise by eliminating classes through fewer combination classes, which cuts the need for classroom aides. It could also improve staffing by increasing enrollment at each grade level site.

Analysis

The District's primary reason for considering school closure is to support improved teaching and learning. The specific goals of facility optimization are outlined in the introduction of this report.

While cost savings are not the primary focus, closing a school will produce financial benefits. For example, an article posted on EdSource (March 2024) https://edsource.org/2024/closing-schools-how-much-money-does-it-save-and-is-it-worth-it/706903 argues that school closures can result in districts saving approximately 4% of their total expenditures. TSS estimates the actual operational savings may be closer to $500,000 per closed site, depending on staff reductions and costs related to student transfers.

SCHOOL CAPACITIES TO ACCOMMODATE EXCESS STUDENTS

Description

The district must ensure that receiving schools have sufficient space for students when considering the closure of one or more schools. Districts must also consider that special day classes (SDC) for high-needs students affect school utilization, as these rooms can enroll only about half as many students as general education classrooms. In this section of the report, the District provided enrollment data and the maximum capacity for each site. Enrollment may change during the year, but in most districts, the change is minimal.

Analysis

To determine capacity, multiply the number of classrooms by the maximum number of students permitted per classroom. This gives a school's maximum capacity. Some classrooms are used for programs like special day classes or special education. These must be considered in calculations. Gyms, cafeterias, and kitchens are required for operations and are part of the school, but are not included in the classroom count.

Understanding how capacity is calculated is important given current trends. Due to declining enrollment and the number of classrooms available in the District, LUSD now has excess capacity at many school sites. This situation is common for school districts in Los Angeles County, which face similar enrollment declines. The following table shows that the District has capacity for approximately 4,176 additional students at its elementary schools.

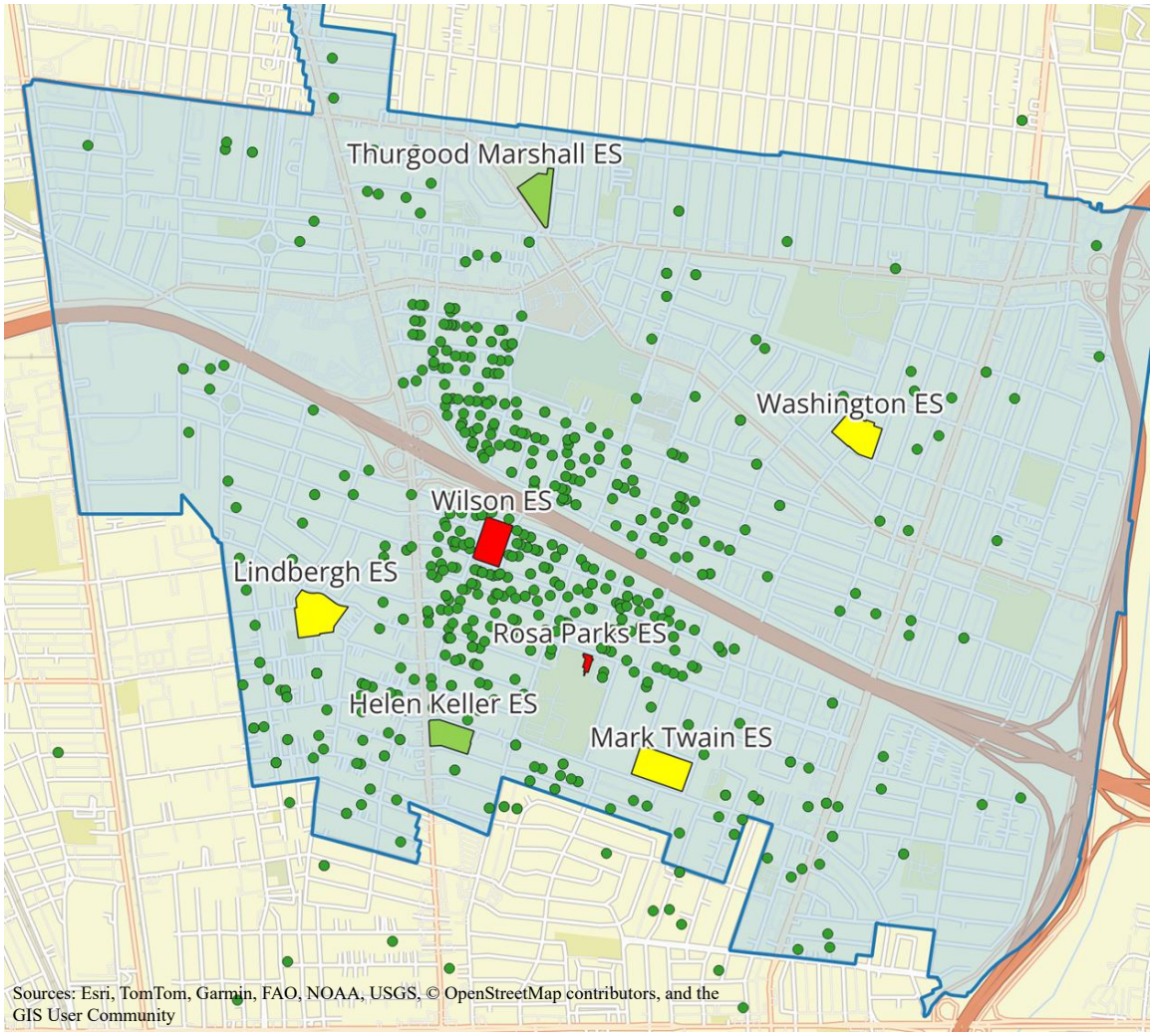
Table 5: Excess Capacity at Elementary Schools

School	Current Enrollment	Excess Capacity
Helen Keller Elementary	432	168
Janie P. Abbott Elementary	457	240
Lincoln Elementary	323	504
Lindbergh Elementary	515	624
Lugo Elementary	271	168
Mark Twain Elementary	533	336
Roosevelt Elementary	331	552
Rosa Parks Elementary	324	288
Thurgood Marshall Elementary	524	192
Washington Elementary	463	336
Will Rogers Elementary	700	336
Wilson Elementary	412	432
Total	**5,285**	**4,176**

The three elementary schools recommended for closure, Lugo, Rosa Parks, and Wilson, have a combined enrollment of slightly over 1,000 students. The elementary school excess capacity without those schools is 3,288; therefore, the District as an entire entity could easily absorb those students and still have capacity for special day classes and other programs.

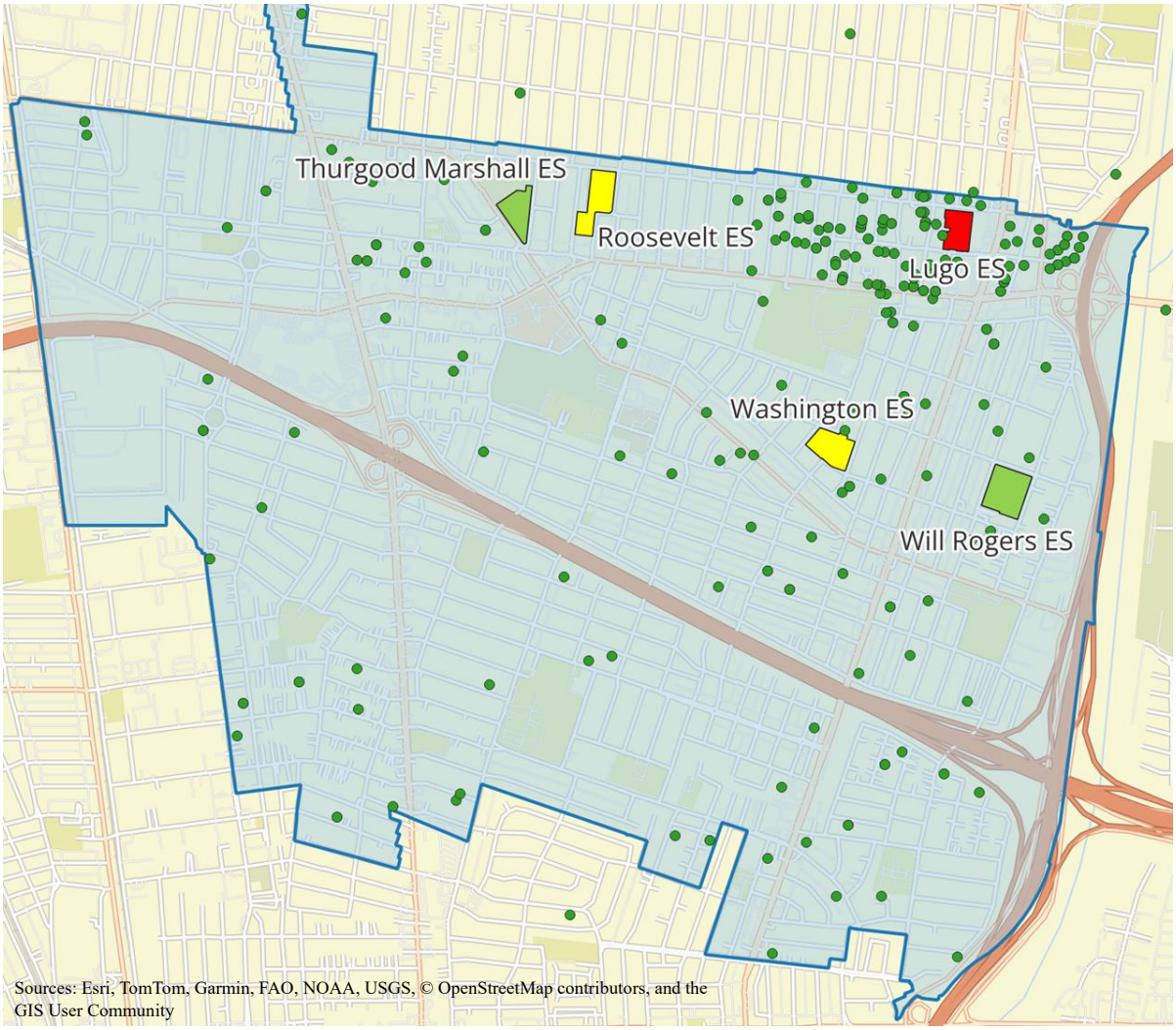
The combined enrollment of the two recommended schools, Wilson and Rosa Parks, is 737 students. The scatter plot map below shows that these students live near three schools south of the freeway: Mark Twain, Helen Keller, and Lindburg. These three schools have a total excess capacity of 1,128 and could easily absorb students from Wilson and Rosa Parks. North of the freeway, many students live closer to Washington or Thurgood Marshall, which have a combined capacity of 528 and could easily absorb students residing north of the highway.

Figure 6: Scatter Plot Map of Combined Wilson and Rosa Parks Students



Regarding the potential closure of Lugo, as shown on the scatter plot map of Lugo students, most of the students are in relatively close proximity to Will Rogers, Washington, and Roosevelt, and those schools combined have an excess capacity of 1,244, which can easily accommodate Lugo's approximately 271 students.

Figure 7: Scatter Plot Map of Lugo Students



Given the amount of excess capacity available in the District's remaining elementary schools and the location of where students reside, there is more than sufficient capacity for the District to close Lugo, Rosa Parks, and Wilson elementary schools and to absorb the students at another District school.

AVAILABILITY AND TRANSFERABILITY OF SPECIAL PROGRAMS

Description

Regarding special programs, AB 1912 addresses site-related special programs at schools tailored to the specific needs of the school's population and how these programs may be affected by a school's closure. These programs include after-school options, language programs, and those for students with special needs that require customized facilities and accommodations. Most special programs can be relocated within the District, and larger schools generally offer more opportunities for additional programs as well as more opportunities for inclusion for special need students.

Analysis

During Committee meetings, District staff gave an overview of District programs, including:

- Moderate/Severe Special Education at Mark Twain
- Competent Learner Model (CLM) Special Education classes at Mark Twain, Lindbergh and Washington
- Dual Language Immersion at Will Rogers and Mark Twain
- Early Childhood Education (ECE) at Lindbergh and Will Rogers
- St. Anne's Family Services at Abbott and Lugo
- Volunteers of America Head Start at Abbott

The District is committed to maintaining these valued programs at the schools that will remain open. With increased enrollment, there may also be an opportunity to offer even more robust programs to our students. While some special needs students may need to transition to a new school if their current site closes, families can be assured that the same high-quality program will be available at another location. The District will continue to provide transportation services for all students who require them as part of their Individualized Education Plan (IEP), ensuring continued access and support.

ENVIRONMENTAL FACTORS LUSD

Description

The Attorney General reminds districts to be mindful of the environment surrounding school sites and to identify any hazards, such as new highways or polluting industries that may present additional hazards to students if a school site is closed.

Analysis

Although there are numerous highways, railroad crossings, and industries in Lynwood, since all students in the closing schools would be reassigned to other active schools, there was no issue found that would prevent any of the proposed school closures due to environmental hazards. However, the District should be mindful of major streets and hazardous crossings.

Increased school site enrollment can increase traffic at the school sites, since many parents opt to drive their children to school. If needed, school-related traffic can be offset in several ways, including encouraging families to walk children to school and staggering start times for different grade levels.

BALANCE OF PUPIL DEMOGRAPHICS

Description

According to AB 1912, the balance of pupil demographic subgroups, including the pupils' race and ethnicity, disability, English learner status, and foster and homeless youth status, must be considered before closing a school and when reassigning the pupils to a new school. This analysis determines whether the decision to close or consolidate will disproportionately impact any particular demographic subgroup and whether the benefits of the reorganization outweigh any potential negative demographic impact.

Demographic information included in this section of the report is taken from publicly available sources: Enrollment information which includes demographic data is reported to the state by the District in October. This demographic information is publicly available from the state through the California Department of Education's Data Quest website (https://dq.cde.ca.gov/dataquest).

Analysis

Table 6 below shows the District breakdown by sub-group. These subgroups include English Learners, Foster Youth, Homeless Youth, Migrant Education, Students with Disabilities and Socioeconomically Disadvantaged Students. Generally, the percentage difference between schools is very small, and since the enrollment at schools varies, the difference in the actual number of students in each category that vary are very few. Some of the differences in special education percentages are likely the result of regionalized special education programs, which were restructured at the end of last school year and not reflected on the data being used for this analysis.

Table 6: Elementary School Sub-Group Percentages

Sub Group	Helen Keller	Janie P. Abbott	Lincoln	Lindbergh	Lugo	Mark Twain	Roosevelt	Rosa Parks	Thurgood Marshall	Washington	Will Rogers	Wilson
English Learners	20.9%	18.9%	25.9%	32.2%	38.1%	28.6%	33.9%	26.2%	28.4%	24.0%	36.0%	39.1%
Foster Youth	0.5%	0.0%	0.6%	0.5%	2.2%	0.7%	0.2%	1.2%	0.6%	1.0%	0.7%	1.2%
Homeless Youth	9.8%	3.6%	3.7%	2.5%	3.1%	3.9%	5.2%	5.2%	2.3%	1.6%	3.2%	2.0%
Migrant Education	2.2%	0.2%	2.7%	0.4%	0.6%	0.6%	2.2%	1.2%	1.0%	0.2%	0.4%	0.4%
Student with Disabilities	21.4%	19.5%	12.2%	13.7%	27.1%	23.5%	33.2%	22.6%	14.6%	17.2%	13.8%	28.0%
Socio-economically Disadvantaged	95.1%	92.6%	95.4%	92.2%	90.6%	93.0%	93.0%	94.5%	93.5%	91.7%	90.1%	92.2%

The below table displays the percentage difference in the schools by ethnic group table below displays the percentage difference in table below displays the percentage difference in schools by ethnic group. Once again, the percentage differences between schools are small, and all schools are over 90% Latino.

Table 7: Elementary School Percentages by Ethnic Group

Ethnic Group	Helen Keller	Janie P. Abbott	Lincoln	Lindbergh	Lugo	Mark Twain	Roosevelt	Rosa Parks	Thurgood	Washington	Will Rogers	Wilson
African American	6.6%	2.6%	1.8%	6.9%	3.8%	7.9%	3.8%	9.3%	1.0%	3.5%	3.2%	2.8%
American Indian or Alaska Native	0.0%	0.2%	0.0%	0.4%	0.3%	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.5%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%	0.2%
Filipino	0.0%	0.0%	0.3%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Hispanic or Latino	91.2%	96.4%	97.9%	91.3%	95.0%	90.4%	95.3%	90.1%	98.2%	96.1%	95.6%	95.6%
Pacific Islander	0.2%	0.0%	0.0%	0.7%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.2%	0.0%	0.2%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.6%	0.0%
White	1.5%	0.2%	0.0%	0.5%	0.9%	0.4%	0.7%	0.3%	0.8%	0.4%	0.3%	1.2%

This analysis demonstrates that the schools are relatively homogeneous in regard to both sub-groups and ethnic groups, and the closure of Lugo, Wilson, and Rosa Parks will not have a deportability effect on us in regard to both sub-groups and ethnic groups, and the closure of Lugo, Wilson and Rosa Parks will not deportability effect any group.

TRANSPORTATION NEEDS OF PUPILS

Description

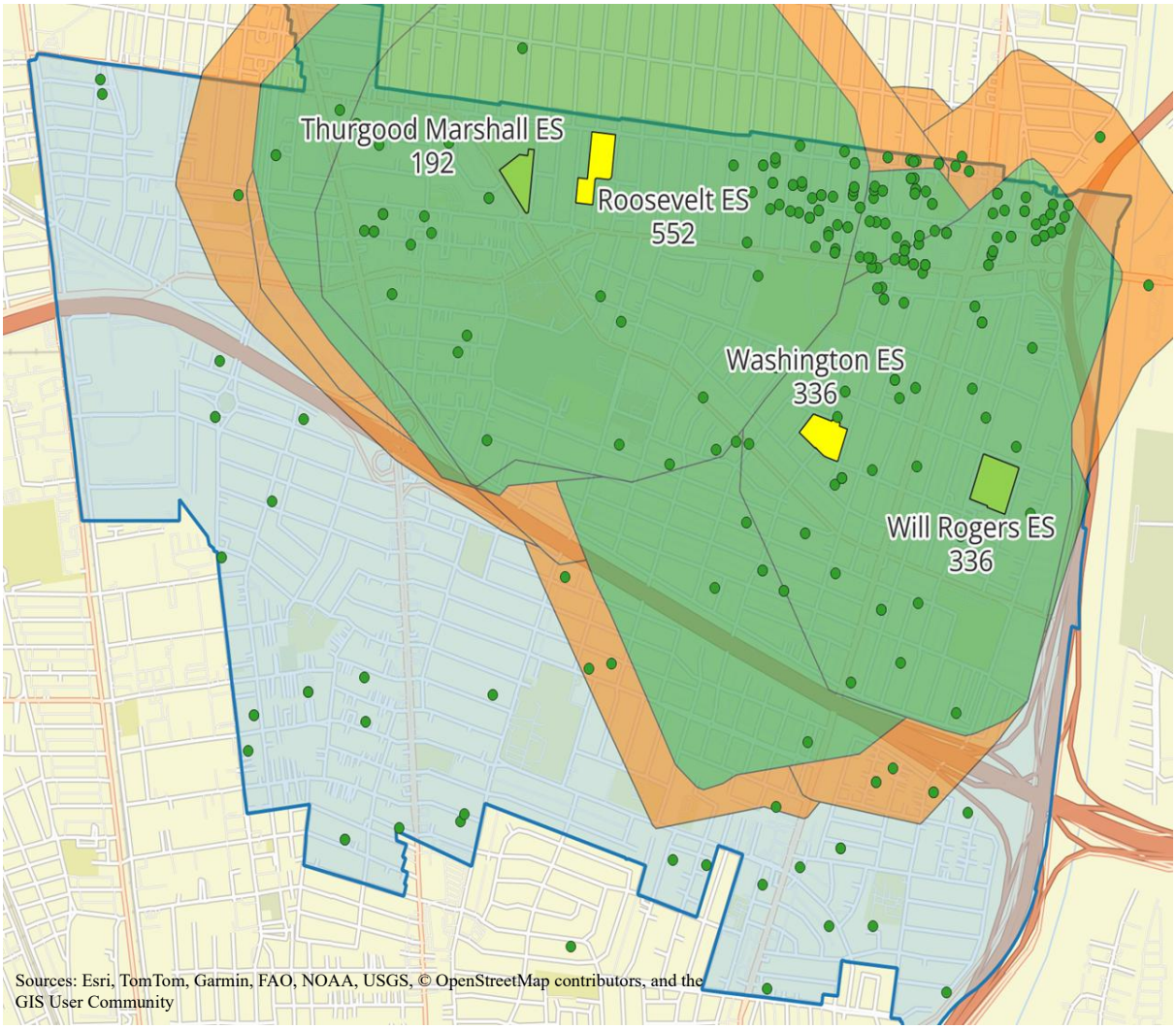
The attorney general stated that districts should analyze how school closures affect family transportation, especially for African American and Native American students. According to the attorney general's office and an article published by the Los Angeles Times, these students are less likely to have access to a vehicle and more likely to be chronically absent.

Analysis

LUSD only offers transportation to special education students and only when it is required by their Individualized Education Plant (IEP). The District is located in a condensed urban area, and schools are generally within a reasonable walking distance from families' residences.

The figure below shows the scatter plot map for Lugo students. It also shows the fifteen- and twenty-minute walking distance to school from where these families live to a possible receiving school (Thurgood Marshall, Roosevelt, Washington and Will Rogers). Each dot on the map marks the location of a District family. The green area indicates a 15-minute or less walk to a school. The brown area indicates a 20-minute walk or less

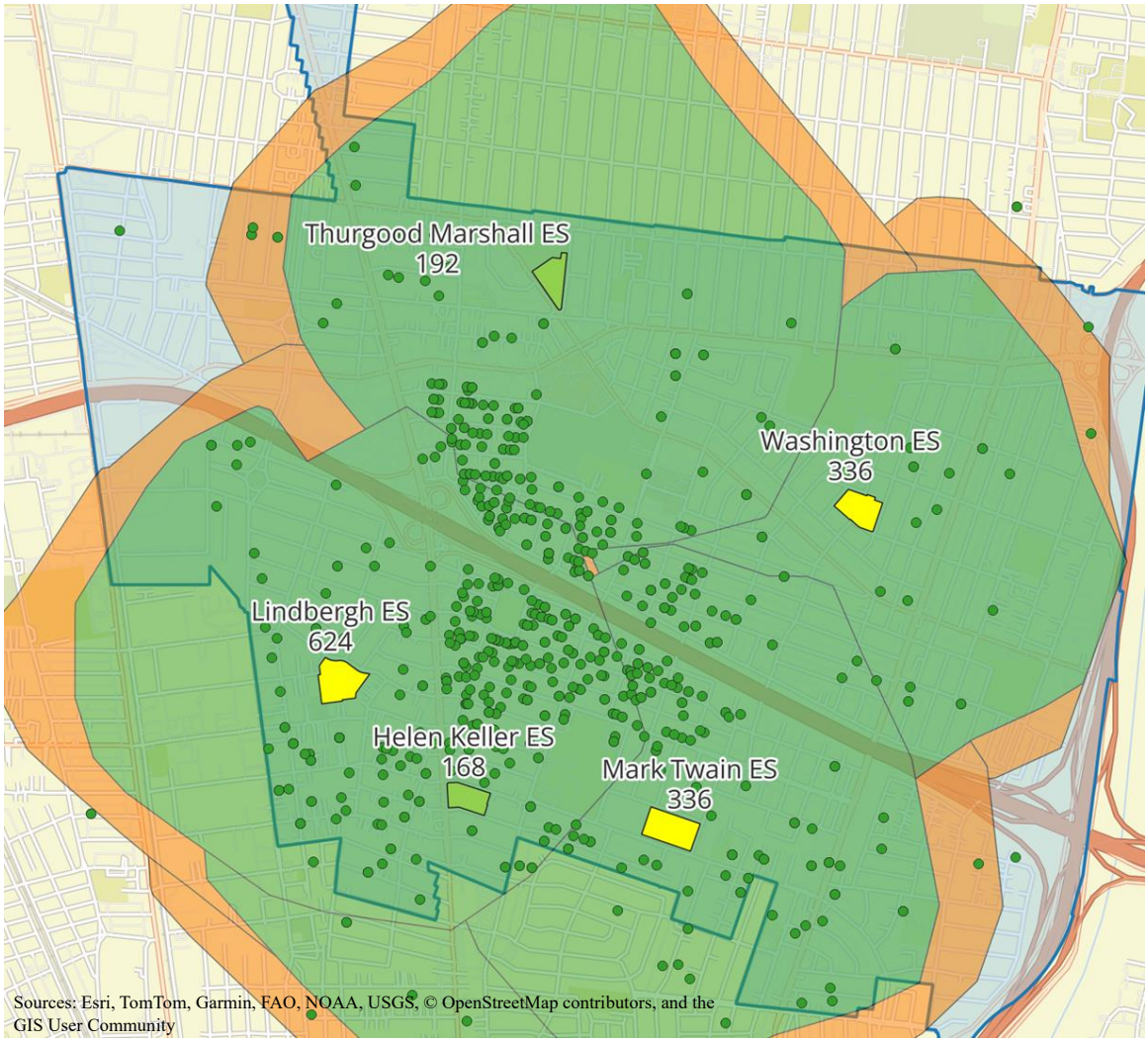
Figure 8: Walking Distance Analysis for Lugo ES



This map indicates that the vast majority of the Lugo students reside within a 15-minute walk to Will Rogers, Washington, Roosevelt, or Thurgood Marshall. For students located outside the 15-minute walk radius, they also appear not to be within a 15-minute walk of Lugo and are likely closer to a different District school.

Since Wilson and Rosa Parks are within relatively close proximity, they are presented below as a combined scatter plot map.

Figure 9: Walking Distance Analysis for Wilson and Rosa Parks ES



This map also indicates that the vast majority of these students reside within a 15-minute walk of one of the five schools shown above. Additionally, students who are outside the 15-minute walking distance are within a 15-minute walking distance to another District school or live outside the District boundaries.

AESTHETICS AND THE OPPORTUNITY FOR BLIGHT AND NEGATIVE IMPACT

Description

Without proper planning, closing a school can have a negative effect on a community, including the opportunity for blight. Vacant school sites can be targets for vandalism and crime. Therefore, the Attorney General recommends a community-centered plan for a school's use after closure.

Analysis

When determining how to repurpose excess property, LUSD will establish and rely on an Asset Management Advisory Committee (often referred to a 7-11 committee due to the number of required members) which will provide recommendations on the use of the property. The District is not obligated to sell the property, and the Board of Education may repurpose any campus to meet a District or community need. By acting proactively, LUSD minimizes the risk that the site will become a blight or harm the community.

Preventing blight and its adverse effects on the community requires vigilance and proactive measures. The District employs an inclusive process and has retained counsel to expedite decisions regarding the repurposing of surplus school sites. These measures will prevent blight and negative impacts if campuses close.

IMPACT ON FEEDER AND OTHER SCHOOL ATTENDANCE

Description

The Attorney General states:

> *"All school districts must analyze not only how closure decisions impact student demographics at the closing and receiving schools, but also how the decisions may impact patterns at the middle and high school level. A closure decision that maintains or intensifies racial segregation at the middle or high school to which receiving schools feed may be unlawful."*

Analysis

Since the District offers open enrollment, students displaced by closures may enroll in elementary schools feeding into a different high school than their original school. This means that individual parent choices, rather than district assignment, will determine the future enrollment of affected students, and the specific demographic impact at particular schools cannot be predicted.

If the District relocates Hosler Middle School to the current Lynwood High School campus and implements the three recommended closures, it must redraw school boundaries so that families are aware of their home schools. This is necessary even with the District's open enrollment policy. Boundary changes should occur once the committee's recommendations are decided.

CONCLUSION

This Equity Impact Analysis evaluates the educational, fiscal, demographic, and community implications of the Optimization Committee's recommended school closures. The evidence shows LUSD operates more campuses than current enrollment requires, thinning resources and limiting program quality. Consolidation enables the District to reinvest in robust academics, reduce combination classes, expand inclusion for students with disabilities, preserve specialized programs, and focus maintenance and capital improvements on fewer, better-equipped sites.

Capacity reviews confirm that receiving schools can accommodate reassigned students while maintaining program continuity. Demographic data indicate minimal variance across elementary schools; closures will not disproportionately affect any subgroup. Transportation impacts are manageable in this compact urban district, with most students residing within reasonable walking distances of receiving sites. To prevent blight, LUSD will convene an Asset Management Advisory Committee and pursue community-serving reuse so closed campuses remain neighborhood assets.

These decisions are difficult. Yet centering equity, transparency, and community engagement—consistent with AB 1912 and CDE guidance—positions LUSD to deliver stronger, more stable learning environments. Implemented thoughtfully, the recommended closures will align facilities with enrollment, stabilize finances, and redirect savings to classrooms, student supports, and staff. In doing so, LUSD affirms its core commitment: high-quality, equitable education for every student today and in the future.