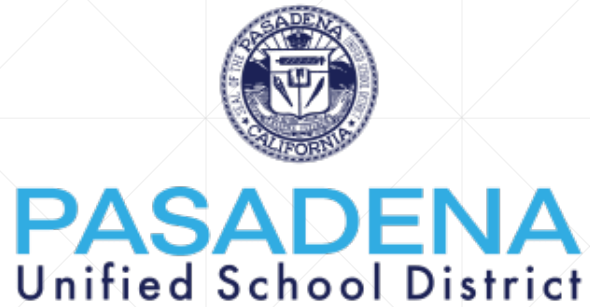




Pasadena Unified School District

Board of Education Meeting
January 22, 2025



Prepared By
Total School Solutions

Contents

- California and Los Angeles County Actual and Projected Enrollment
- Pasadena Unified School District (PUSD) Actual and Projected Enrollment and Capacity Information
- Why Districts Consider Closure and Consolidation of Schools
- AB 1912
- PUSD School Closure Advisory Committee

California and Los Angeles County Actual and Projected Enrollment

State and County Enrollment

California

- California has lost 420,516 students between the 2015-16 and 2024-25 school years*
- This loss is approximately 6.75%
- According to the State of California Department of Finance, state-wide enrollment is expected to decrease an additional 10.1% over the next ten years**

Los Angeles County

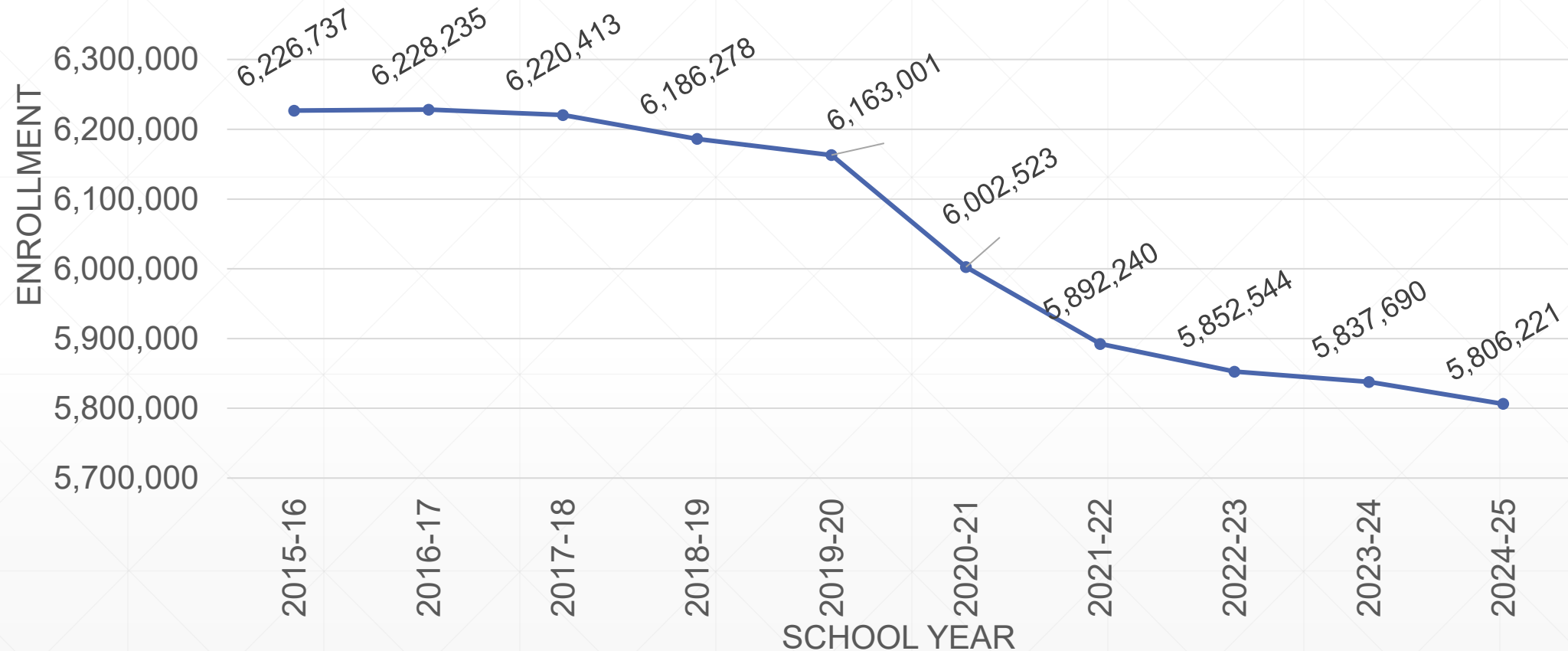
- Los Angeles County has lost 247,443 students between the 2015-16 and 2024-26 school years*
- This loss is approximately 16.24%
- According to the State of California Department of Finance, Los Angeles County is expected to decrease an additional 18% over the next ten years**

*Historical enrollment data available at the California Department of Education “Data Quest” web site:

<https://dq.cde.ca.gov/dataquest/>

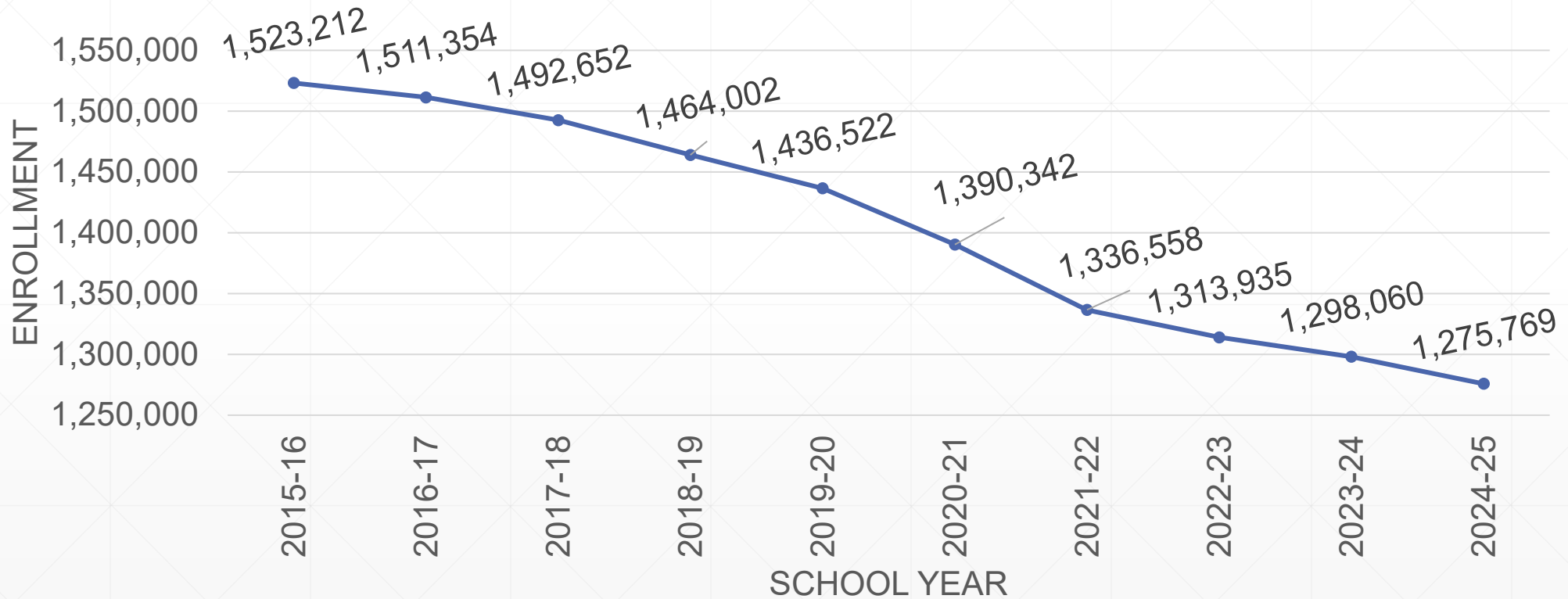
** State of California Department of Finance <https://dof.ca.gov/forecasting/demographics/public-k-12-graded-enrollment/>

California State 2015-16 to 2024-25 Historical Enrollment



• Historical enrollment data available at the California Department of Education “Data Quest” web site:
<https://dq.cde.ca.gov/dataquest/>

Los Angeles County 2015-16 to 2024-25 Historical Enrollment



*Historical enrollment data available at the California Department of Education ".Data Quest" web site:

<https://dq.cde.ca.gov/dataquest/>

PUSD Actual and Projected Enrollment and Facility Information



PASADENA
Unified School District

PUSD Enrollment

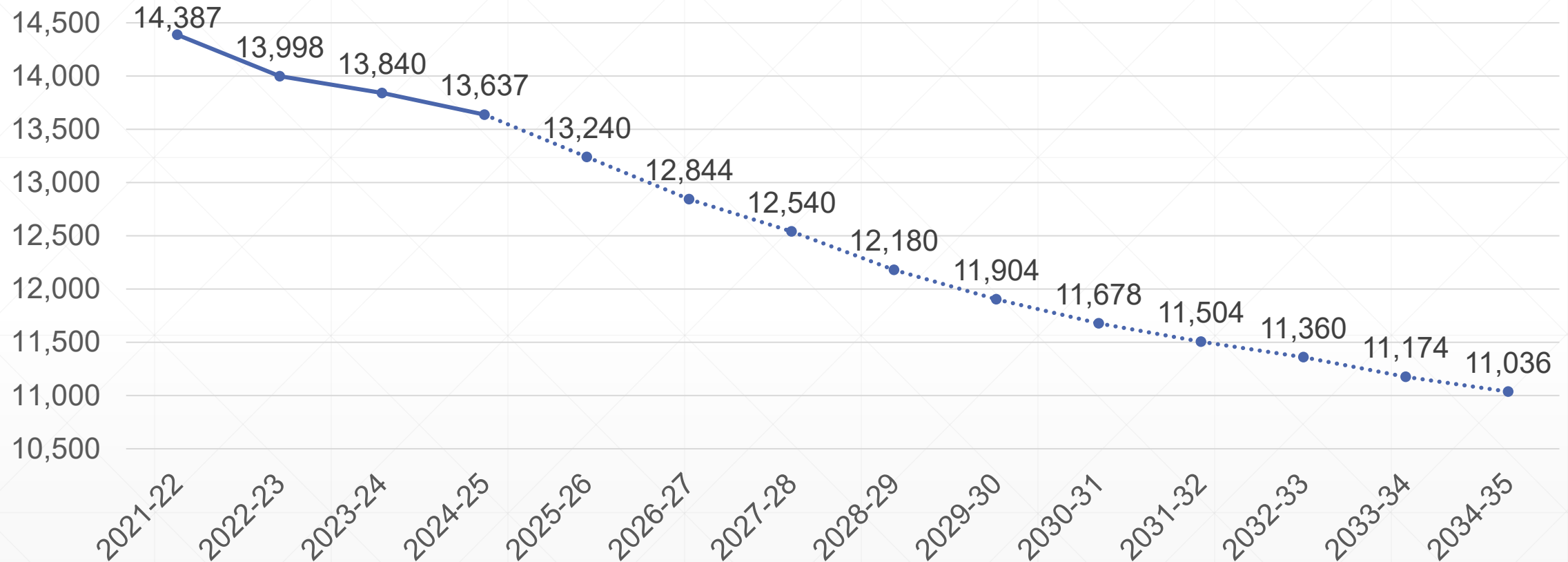
- Between the 2015-16 and 2024-25 school years, PUSD (non-charter schools) lost 3,424 students*
- This loss is approximately 20.1 %
- PUSD demographic reports project enrollment will continue to decline
- If these projections materialize, the loss could be an additional 18.7%

* Total Enrollment taken from CDE Data Quest

** Taken from Modified Student Population Forecast Report School Year 2024/25 – 2024/25 by MGT (Table 3)

PUSD

2021-22 to 2034-35 Historical and Projected Enrollment With Eaton Fire Impact



Source: Projections are taken from Modified Student Population Forecast Report School Year 2024/25 – 2024/25 by MGT (Sum of Total Students from Table 4 & 5)
Excludes Pre-Kinder, Adult Education, and Home/Hospital

Why Districts Consider Closure and Consolidation of Schools

Academic/Programmatic Considerations

- School closure and consolidation provide opportunities to improve student programs
- Larger enrollment may reduce the number of combination (multiple-grade) classes
- Teacher grade-level collaboration is increased with larger schools
- Larger schools could enhance opportunities for Extra-curricular and Co-curricular programs
- Closure and consolidation may allow for more efficient investment in classroom resources and supplies

Financial Considerations

- As district enrollment decreases, revenue decreases but fixed costs remain
- Dollars spent on fixed costs leave fewer dollars to be spent in other areas
- This financial stress can lead to struggles for the district to support programs and services
- Maintenance money for facilities is decreased and spread over the existing campuses limiting repairs
- Bond money spread over existing campuses limits facility improvements and upkeep

AB 1912

AB 1912 Overview

- AB 1912 is a state law that mandates a process for schools in receivership
- The CA Attorney General recommends all school districts considering the closure or consolidation of schools follow this process
- Requires a written document called an “Equity Impact Analysis.”
- The process is intended to guard against discrimination and ensure community input
- Will reduce a district’s legal risk, and improve community trust and parent engagement
- The Attorney General recommends that for a successful equity impact process, districts can work with experts and create a community advisory group

AB 1912 Basics

- **Equity Impact Analysis:** Mandates an assessment to identify potential negative impacts on students or the community.
- **Community Engagement:** Requires districts to involve parents, students, and community members in the decision-making process through advisory group and public forums.
- **Transparency:** Required the creation and board approval of clear metrics used to evaluate closure proposals.
- **Focus on Equity:** Aims to ensure closures alleviate, rather than worsen, any existing school segregation.

AB 1912 Metrics

- Physical conditions of a school facility
- Operating cost
- Capacity of other schools to absorb students
- Availability and transfer of special programs
- Environmental factors (traffic, freeway access, etc.)
- Balance of pupil demographics and disproportionality
- Pupil transportation needs
- Aesthetics and opportunity for blight
- Impact on feeder school attendance patterns

AB 1912: Other Required Information

- i. Factors used to identify the list of school closures or consolidations.
- ii. Equity impact analysis findings for each school closure or consolidation.
- iii. Plan for the use of the schools proposed for closure or consolidation once they become vacant facilities.
- iv. Criteria used to assign displaced pupils to other school sites, or a description of the process of reassignment that will be used by the school district.
- v. Options and timeline for transitioning pupils to their new schools, including improving safe routes to schools and home-to-school transportation needs.

PUSD School Consolidation Advisory Committee (SCAC)

Superintendent's SCAC

- Districts can utilize a committee to make school closure and consolidation recommendations to the board
- The committee reviews background information to gain a better understanding of why school closure and consolidation may enhance the students' experiences
- Metrics recommended by **AB 1912** and the state are typically used to assist the committee in making recommendations, but they may consider other factors
- The data used are specific to PUSD
- The committee provides recommendations for consideration; the Board then considers which recommendations, if any, to pursue.

SCAC Timeline

- The PUSD SCAC is proposed to meet 7 times, approximately every other week between February 23rd and May 11th
- SCAC will provide the board with a recommendation for school closure(s), if any, in May of 2026
- Any school closure would be effective at **the end** of the 2026-27 school year
- Boundaries would be redrawn by September 2026, giving PUSD staff 8 months for implementation
- Depending on the recommendations, PUSD may consider changes to the current open enrollment system

Key Process Details and Events

- Press release January 23rd with SCAC application guidelines
- 7 planned SCAC meetings (February through May)
- SCAC agenda and presentations posted on website
- Community survey(s) (February)
- 2 town hall meetings – one live and one virtual (Months TBD)
- One public hearing (May 28th) and one community input meeting (June 11th)
- Board updates from the consultant at regular board meetings (virtual)
- Board makes final decision on the recommendations (June 25th)

Draft Schedule of Activities

February 23, 2026
SCCC Meeting #1

Enrollment and Reasonable Candidates for Further Evaluation

- Introductions and committee norms
- School and PUSD enrollment review
- Schools' location and PUSD boundaries
- Based on enrollment and other factors, generate list of possible schools to consider for closure
- Review AB 1200 requirements

March 9, 2026
SCCC Meeting #2

Facilities and Student Location

- Review of prior Meeting
- Physical condition of schools
- Review of schools' capacities
- Geographic review of PUSD schools and students
- Discuss if there would be any facility data that would make closing any of the candidate schools unreasonable

March 23, 2026
SCCC Meeting #3

Programs

- Review of prior meeting
- Program review
- Discuss if there would be any unreasonable impact on special education program and other programs if relocated, and the potential impact of discontinuing program

March 31, 2026

SCCC Meeting #4

Student Demographics

- Review of prior meeting
- Ethnic makeup of schools being considered for closure
- Sub-group composition of schools being considered for closure
- Discuss if any school closure would have a negative impact on any ethnic or sub-group, their safety and well-being

April 13, 2026

SCCC Meeting #5

Operating Costs and Potential Savings

- Review of prior meeting
- Review possible cost savings for sites being considered for closure
- Review potential cost increases

April 27, 2026

SCCC Meeting #6

Environmental factors and blight

- Review of prior meeting
- Consider Environmental Factors
- Actions needed to avoid blight and consider mitigation

May 11, 2026
SCCC Meeting #7

Committee Recommendations

- Review of prior meeting
- Based on data, make recommendation to the superintendent regarding the specific school sites to be closed

May 28, 2026
Board Meeting

Board Meeting and Public Hearing

- Board presented with recommendations for the committee
- Public hearing for draft Equity Impact Analysis
- Board accepts public comments

June 25, 2026
Board Meeting

Board Resolution

- Equity Impact Analysis is finalized with responses to public comments
- Board adopts resolution to accept committee/staff recommendations to close specific schools according to the presented schedule, as modified

July-August 2026

Development of Boundary Scenarios

- Develop three scenarios to adjust PUSD school boundaries
- Considering main traffic arteries, natural or man-made obstacles adjust potential boundary scenarios

September 2026

Presentation of Boundary Scenarios to the Board

- Present boundary scenarios for the schools accepting students for the schools to be closed with a discussion of pros and cons
- Seek board's directions regarding any needed modifications
- Following the board discussion, make adjustments as needed

October 2026

Approval of final Boundaries

- Board approves the boundaries to be effective in 2027-28 school year
- Based on 2026-27 student data, develop a scatter plot map
- Develop new transportation routes to be effective in 2027-28 school year.

Questions?
