

# Pasadena Unified School District

School Consolidation Advisory Committee (SCAC) Meeting  
February 23, 2026



Prepared By  
**Total School Solutions**

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# **Introductions, Committee Objectives and Norms**

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# Brief Introductions

- Name
- Role or experience with District
- What you appreciate most about the District

Due to the size of the committee please make introduction brief, 30 seconds or less.

# Committee Meeting Norms

- Start and end on time
- Active participation
- Stay on topic
- Follow the "Golden Rule"
- Allow others to participate and to disagree respectfully

# School Consolidation Committee Objectives

- Review pertinent data to determine if school consolidation in PUSD may be beneficial to the District's students
- Utilize the board approved metrics and factors to decide what consolidation, if any options should be considered and understand the impacts of any change
- Based on majority vote, make a recommendation (or recommendations) to the board for the future and transformation of PUSD
- **The SCAC may recommend not to consolidate schools, recommend to consolidate one or more schools at the end of this process to be in effect for 2027-28 school year, or recommend consolidation for future years**

# Board Desired Outcomes

1. The process utilized by the committee will review information, programs, etc., and identify assets and areas of duplication to streamline efficiencies; consolidation may or may not be the end product.
2. PUSD is a fiscally responsible school system that shows clear cost savings to the District
3. The committee works in a future-facing manner, by the end of the process it will be clear what students will be getting/what the student experience will be
4. The PUSD community is informed and included throughout the Superintendent's School Consolidation Advisory Committee (SCAC) work

# California, Los Angeles County and PUSD Historical Enrollment

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# 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

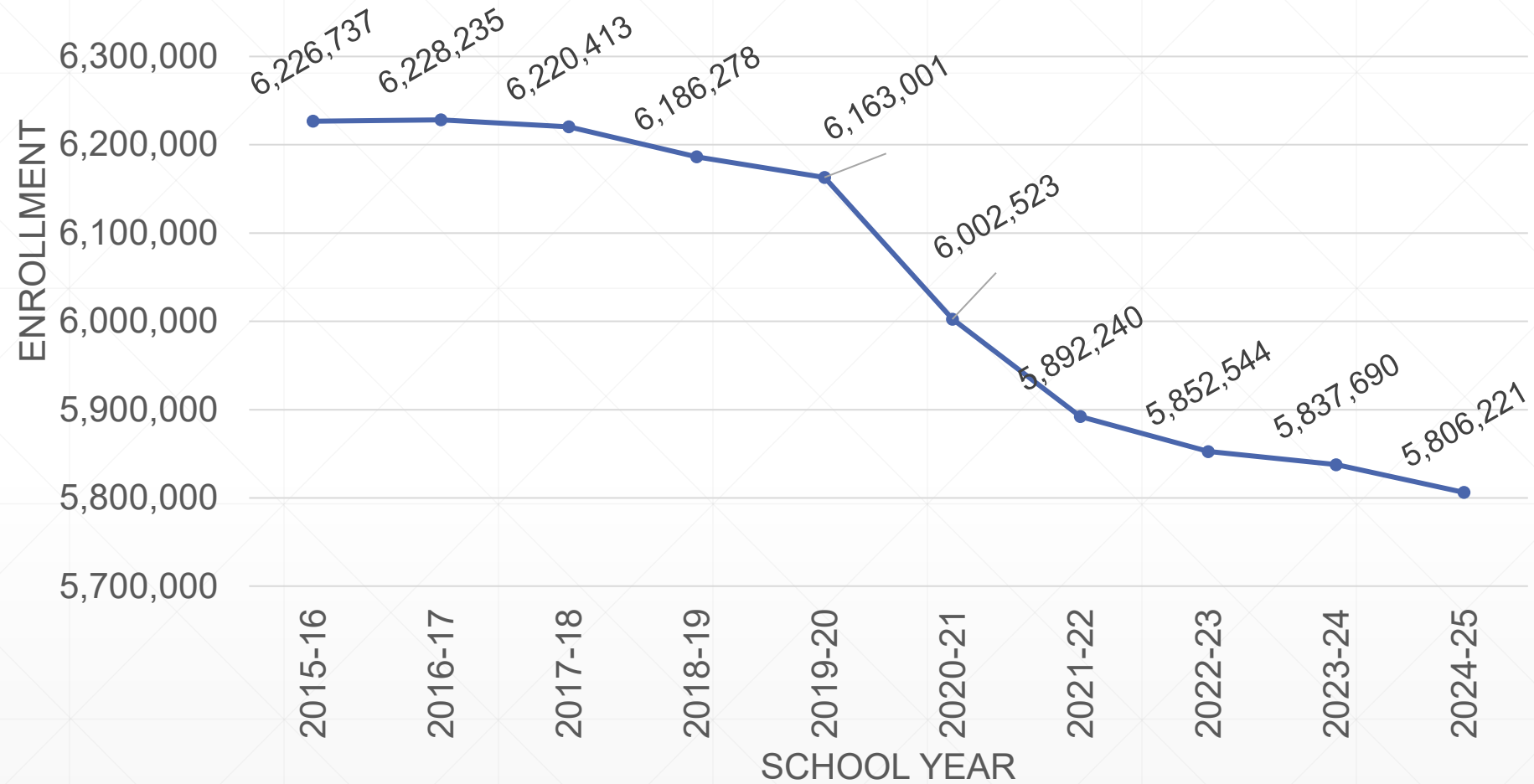
- Los Angeles County has lost 247,443 students between the 2015-16 and 2024-25 school years\*
- This loss is approximately 16.24%
- According to the State of California Department of Finance, Los Angeles County is expected to decrease an additional 18% over the next ten years\*\*

\*Historical enrollment data available at the California Department of Education “DataQuest” website:

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

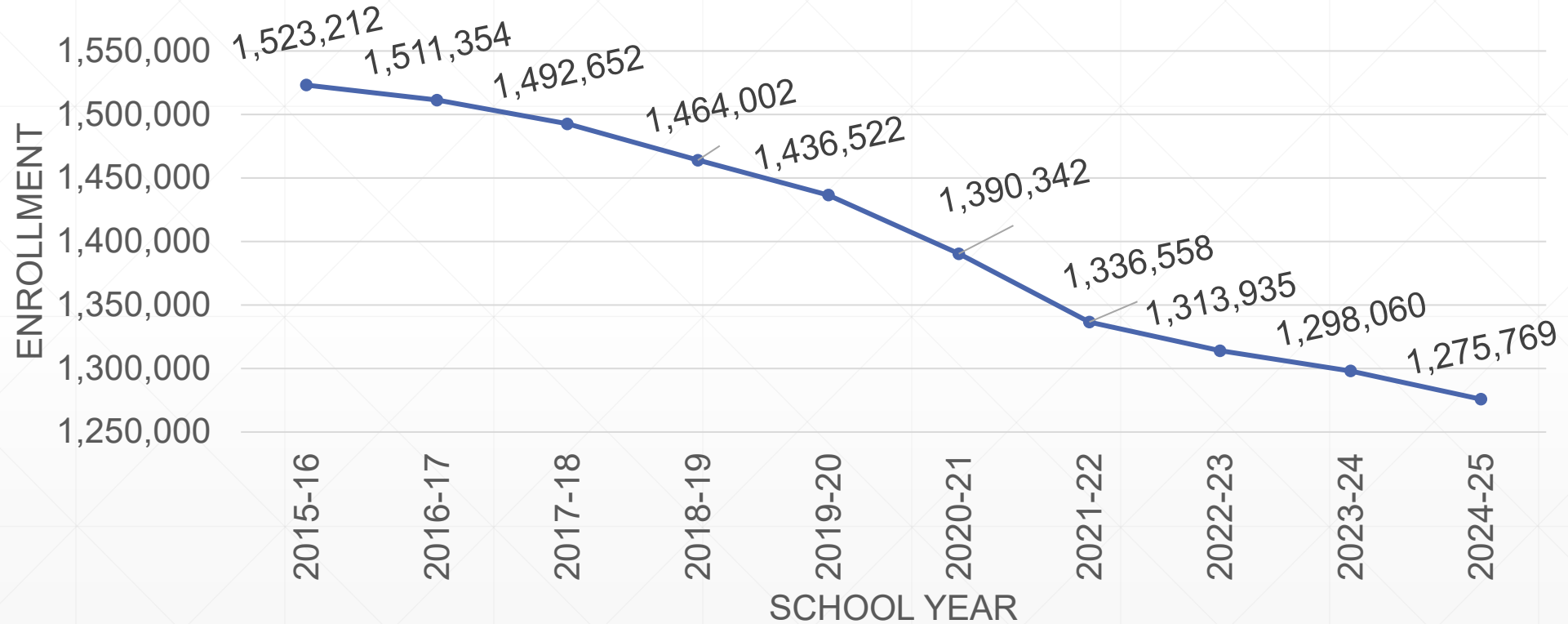
\*\* State of California Department of Finance <https://dof.ca.gov/forecasting/demographics/public-k-12-graded-enrollment/>

# California State 2015-2024 Historical Enrollment



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

# Los Angeles County 2015-2024 Historical Enrollment

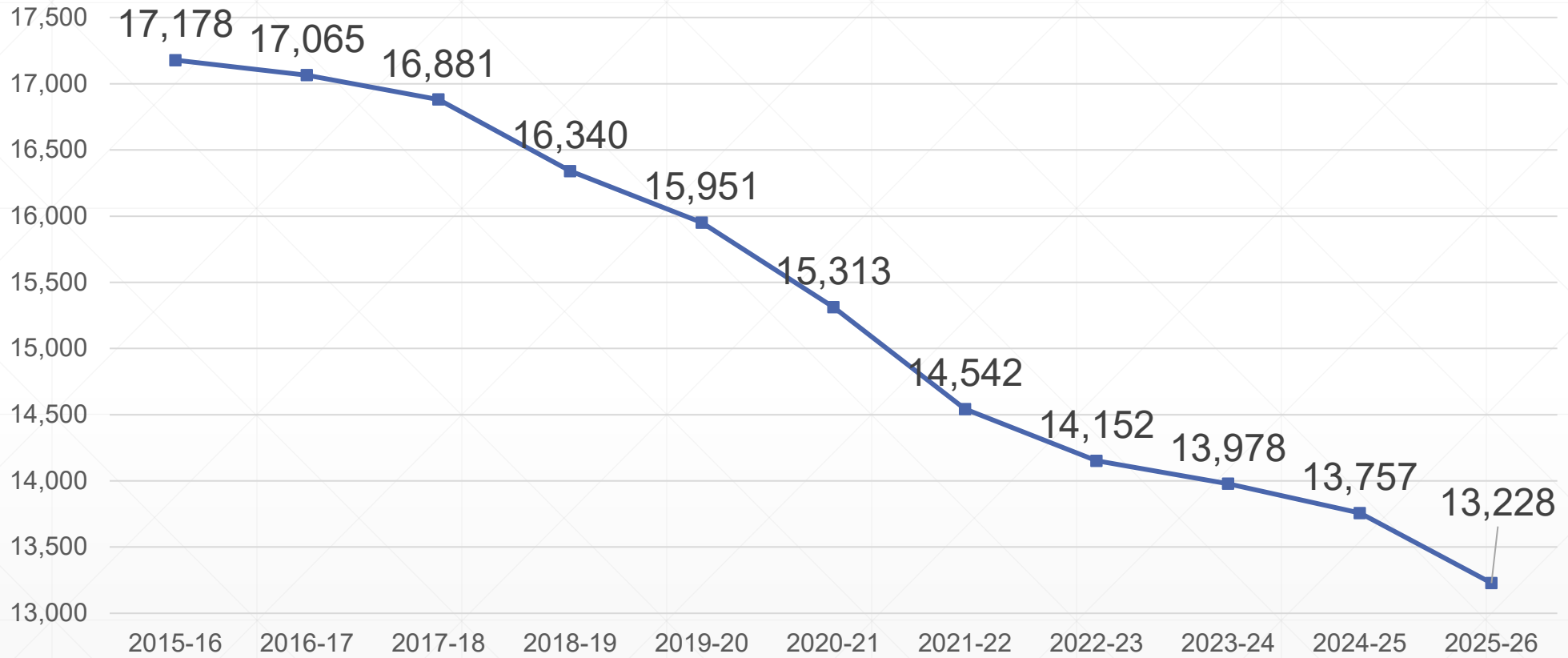


\*Historical enrollment data available at the California Department of Education “. DataQuest” web site:

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

# PUSD

## 2015-2024 Historical Enrollment



\*Historical enrollment data available at the California Department of Education “DataQuest” website:

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

\*\* 2025-26 Enrollment Provided by the District (CALPADS)



**PASADENA**  
Unified School District

# PUSD Enrollment

- Between the 2015-16 and 2025-26 school years, PUSD lost 3,950 students\*
- This loss is approximately 23%

\* Total Enrollment (non-charter) taken from CDE DataQuest.



# PUSD Facility Information

School Type	Quantity
Elementary Schools TK-5	13
Elementary School TK-8	1
Middle Schools 6-8	4
High Schools 6-12	2
High Schools	2
Alternative Schools (K-12)	1
Continuation School (9-12)	1

According to CDE DataQuest, not including District Office, Non-Public Schools.

# **Board Approved AB 1912 Metrics, Factors and Resolution 2852**

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# AB 1912 Metrics Analysis

- In relation to AB 1912, Metrics are categories of data used to measure the impact of a proposed school closure.
- Under AB 1912, the public is provided with an opportunity to provide input on the Metrics and the impact of the closure.

# Board Approved AB 1912 Metrics

- On January 22, 2026, the Board approved Resolution 2857 establishing Board approved metrics (“Metrics”) for the SCAC process and Equity Impact Analysis pursuant to Assembly Bill (“AB”) 1912 and Education Code section 41329 (a)(1). The approved Metrics are as follows:
  - The conditions of a school facility.
  - The operating cost of a school and the associated savings resulting from a closure or consolidation.
  - The capacity of a school to accommodate excess pupils.
  - 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.
  - Environmental factors, including, but not limited to, traffic and proximity to freeway access.
  - 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.
  - Transportation needs of pupils.
  - Aesthetics and the opportunity for blight and negative impact on the surrounding community.
  - 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.

# Factors that Inform AB 1912 Metrics Analysis

- Factors are data points that inform the AB 1912 metrics analysis.
- While Factors cannot be standalone bases that drive school closure, they provide background information that the SCAC may find useful in its Metrics analysis and that can be considered for developing the Equity Impact Analysis.

# Board Approved Factors

1. Geographical location/where students reside
2. Enrollment

# PUSD Board Resolution 2852

- Passed in December of 2025
- Set Minimum, Optimal and Maximum Student Enrollment Guidelines

Grade Levels	Minimum Enrollment	Optimal Enrollment	Maximum Enrollment
Elementary (TK-5)	300	450-650	750
Middle (6-8)	400	600-800	900
High (9-12)	900	1,000-1,600	1,800
TK-8 or 6-12	700	800-1,200	1,400

# PUSD Board Resolution 2852 Staff Requirements

- Monitor schools that fall below the enrollment threshold for two consecutive years beginning in 2024–2025, and to provide the Board with an annual report identifying such schools and summarizing relevant equity considerations.
- Requests that any recommendations brought forward by the Superintendent regarding school reconfiguration or closure include an accompanying Equity Impact Analysis demonstrating how the proposed action advances equitable access to quality instruction, diversity, and fiscal sustainability.
- Develop and bring forward a proposed District Transformation Plan that includes community input; instructional and programmatic stability; considerations of optimal school size; community and fiscal impacts; and potential consolidation scenarios.

# PUSD Board Resolution 2852 Staff Requirements (Continued)

- Engage independent, reliable, and unbiased external expertise to conduct enrollment projections, facilities analysis, and scenario modeling. The resulting findings and recommendations shall be provided to the Board as part of the District Transformation Plan process.
- Provide an annual update on school size alignment, including projected enrollment, equity indicators, and any recommendations for adjustments or consolidations.

# Reasons To Consider School Consolidation and Best Practices

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# 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

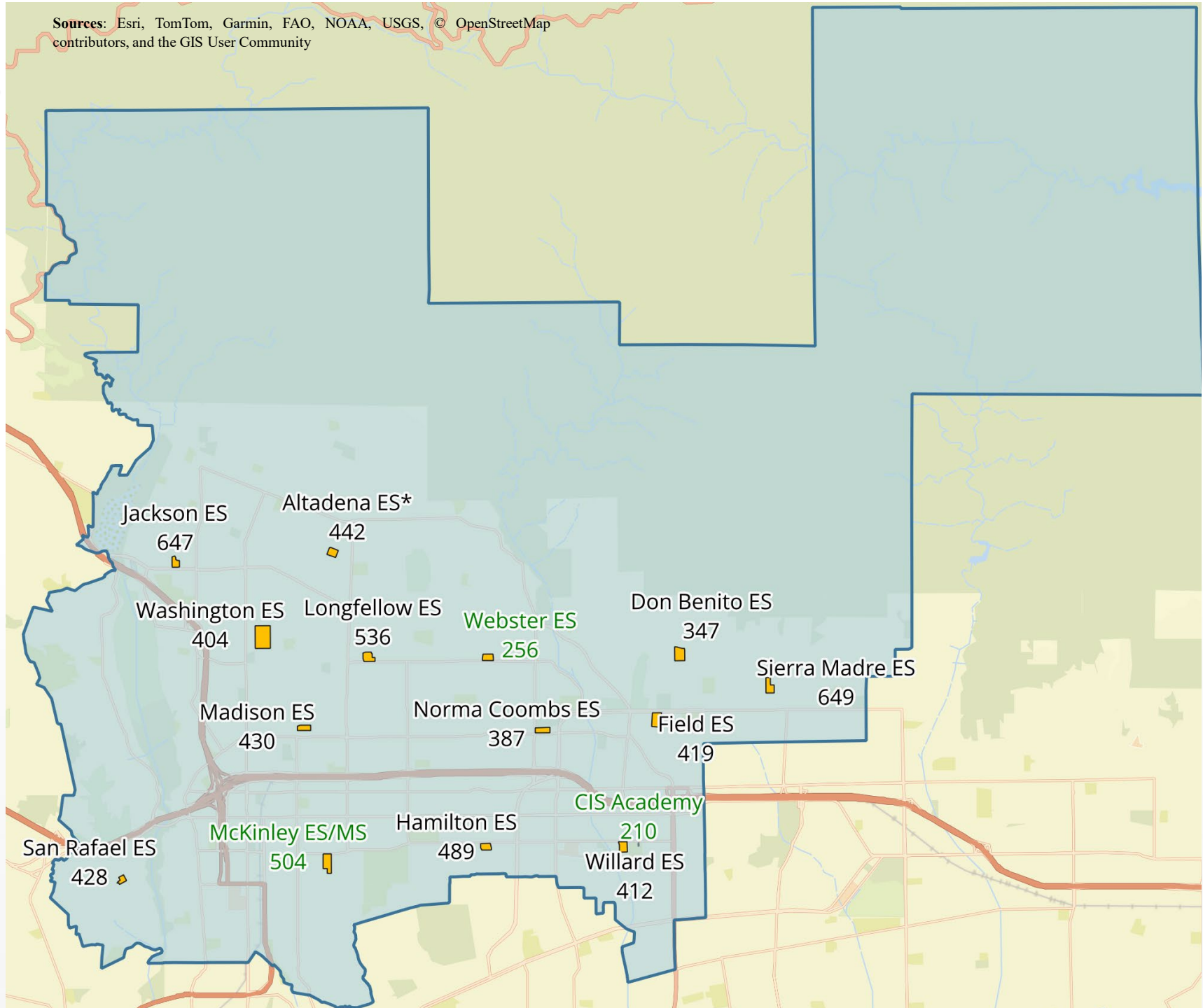
- As district enrollment decreases, revenue decreases but fixed costs remain in place; this can lead to an unequitable distribution of resources
- Dollars spent on fixed costs leave fewer dollars to be spent in other areas
- This financial stress can lead to struggles for the district to pay *competitive salaries and benefits*
- 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*

# Review Of The Locations Of Schools And Current Enrollment

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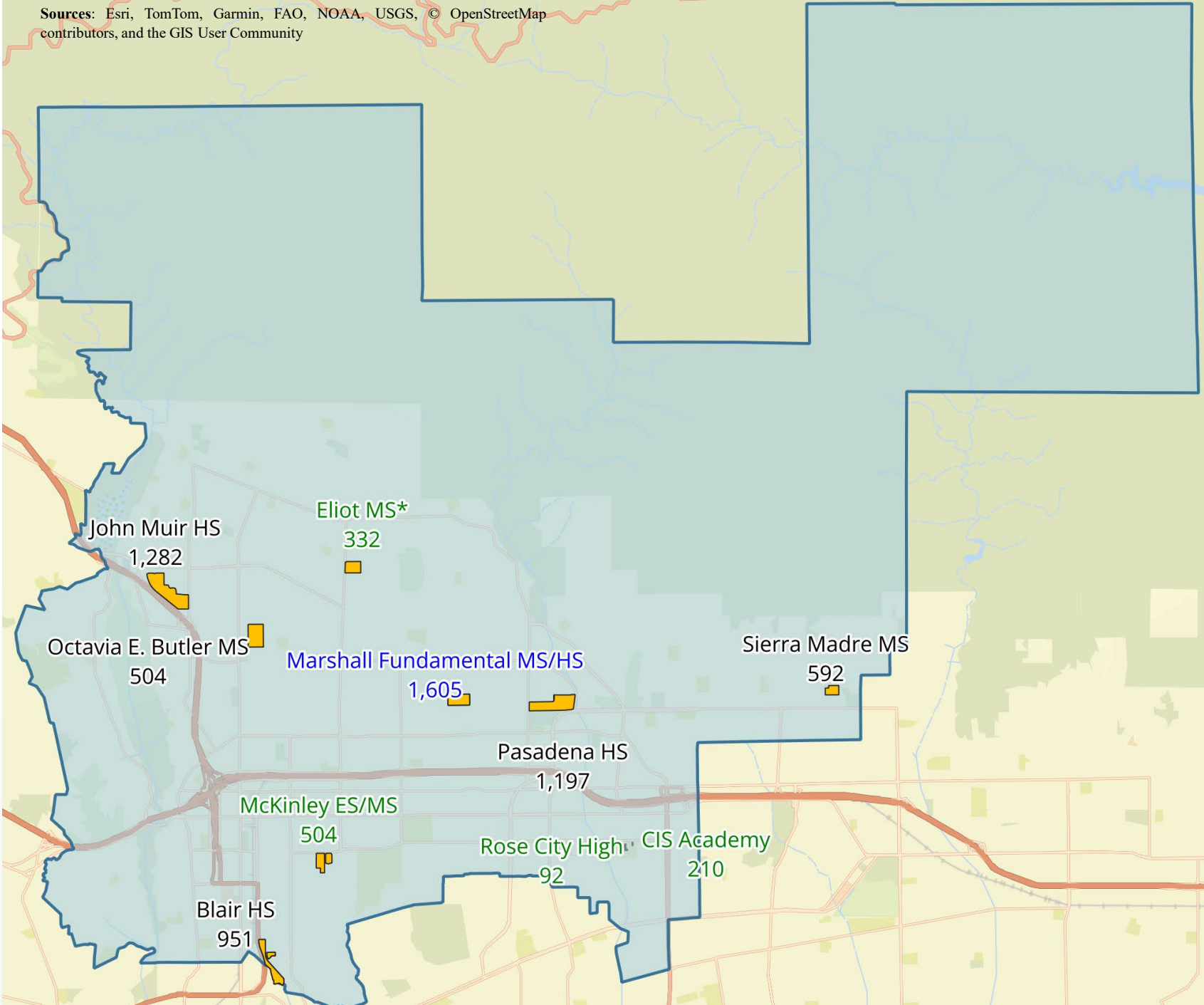
# PUSD Elementary Schools with 2025-26 Enrollment

Webster and McKinley (TK-8), and CIS Academy (K-12) enrollment is currently less than Board Resolution 2852's minimum enrollment requirement



\*Altadena currently housed at Allendale

# PUSD Secondary Schools with 2025-26 Enrollment



Eliot, McKinley, Rose City and CIS Academy enrollment is currently less than Board Resolution 2852's minimum enrollment requirement

Marshall's current enrollment is over resolution 2582's maximum

\*Eliot MS is currently co-located at McKinley MS/HS

# Elementary Schools (TK-5)

Schools	Grades	Enrollment 2023-24	Enrollment 2024-2025	Current Enrollment 2025-26
Altadena Elementary	TK-5	488	527	442
Don Benito Fundamental	TK-5	398	384	347
Field (Eugene) Elementary	TK-5	471	449	419
Hamilton Elementary	TK-5	504	510	489
Longfellow Elementary	TK-5	547	546	536
Madison Elementary	TK-5	409	411	430
Mary W. Jackson	TK-5	634	658	647
McKinley	TK-5	337	314	293
	6-8	279	224	211
	<b>TK-8</b>	<b>616</b>	<b>538</b>	<b>504</b>
Norma Coombs Elementary	TK-5	334	370	387
San Rafael Elementary	TK-5	393	412	428
Sierra Madre Elementary	TK-5	618	652	649
Washington Elementary	TK-5	433	428	404
Webster Elementary	TK-5	294	277	256
Willard Elementary	TK-5	417	394	412
CIS Academy	K-5	22	15	22
	6-8	37	40	43
	9-12	176	179	145
	<b>K-12</b>	<b>220</b>	<b>234</b>	<b>210</b>

Historical enrollment data available at the California Department of Education "DataQuest" website: <https://dq.cde.ca.gov/dataquest/>  
**\*\* 2025-26 Enrollment Provided by the District (CALPADS)**

# Middle Schools (6-8)

Schools	Grades	Enrollment 2023-2024	Enrollment 2024-2025	Current Enrollment 2025-26
McKinely	TK-5	337	314	293
	6-8	279	224	211
	<b>TK-8</b>	<b>616</b>	<b>538</b>	<b>504</b>
CIS Academy	K-5	22	15	22
	6-8	37	40	43
	9-12	176	179	145
	<b>K-12</b>	<b>220</b>	<b>234</b>	<b>210</b>
Charles W. Eliot Middle	6-8	395	407	332
Octavia E. Butler Magnet	6-8	519	481	504
Sierra Madre Middle	6-8	593	597	592
Blair High	6-8	463	470	415
	9-12	592	583	541
	<b>6-12</b>	<b>1,055</b>	<b>1,053</b>	<b>956</b>
Marshall Fundamental	6-8	829	763	749
	9-12	1,019	926	856
	<b>6-12</b>	<b>1,848</b>	<b>1,689</b>	<b>1,605</b>

\*Historical enrollment data available at the California Department of Education "DataQuest" website: <https://dq.cde.ca.gov/dataquest/>

\*\* 2025-26 Enrollment Provided by the District (CALPADS)

# High Schools (9-12)

Schools	Grades	Enrollment 2023-2024	Enrollment 2024-2025	Current Enrollment 2025-26
CIS Academy	K-5	22	15	22
	6-8	37	40	43
	9-12	176	179	145
	<b>K-12</b>	<b>220</b>	<b>234</b>	<b>210</b>
Blair High	6-8	463	470	415
	9-12	592	583	541
	<b>6-12</b>	<b>1,055</b>	<b>1,053</b>	<b>956</b>
Marshall Fundamental	6-8	829	763	749
	9-12	1,019	926	856
	<b>6-12</b>	<b>1,848</b>	<b>1,689</b>	<b>1,605</b>
John Muir High	9-12	1,133	1,206	1,282
Pasadena High	9-12	1,355	1,303	1,197
Rose City High	9-12	165	113	92

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\*\* 2025-26 Enrollment Provided by the District (CALPADS)

# **Future Dates SCAC Meeting and PUSD Board Dates**

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# Consolidation Public Meetings

## SCAC

- February 23rd
  - March 9th
  - March 23rd
  - March 31st
  - April 13th
  - April 27th
  - May 11th

## Other Public Information Activities\*

- February 19th – Input session for SCAC applicants who were not selected for the committee
  - TBA – Consolidation Information Meeting
  - TBA – Public Input Session
  - TBA – Public Survey

\*One public meeting to be held online to

# PUSD Board Meetings

## Equity Impact Analysis

- **May 28, 2026 – Board Meeting**
  - SCAC Recommendations to the Board
  - Draft Equity Impact Analysis Presented
  - Public hearing and public comment on EIA and any recommended school closures
- **June 11, 2026 – Board Meeting**
  - Final Equity Impact Analysis Presented
  - Includes responses to public comment
  - Public comment taken
  - Board considers approving school closure or closures, in any are recommended

## Public Board Updates From Consultant

- **February 26, 2026**
- **March 26, 2026**
- **April 23, 2026**

# SCAC Member Survey Form Link

