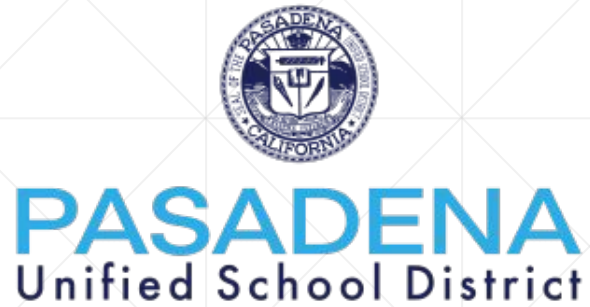




Pasadena Unified School District

Town Hall/Public Input Meeting
April 28, 2026

Prepared By
 Total School Solutions

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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**

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

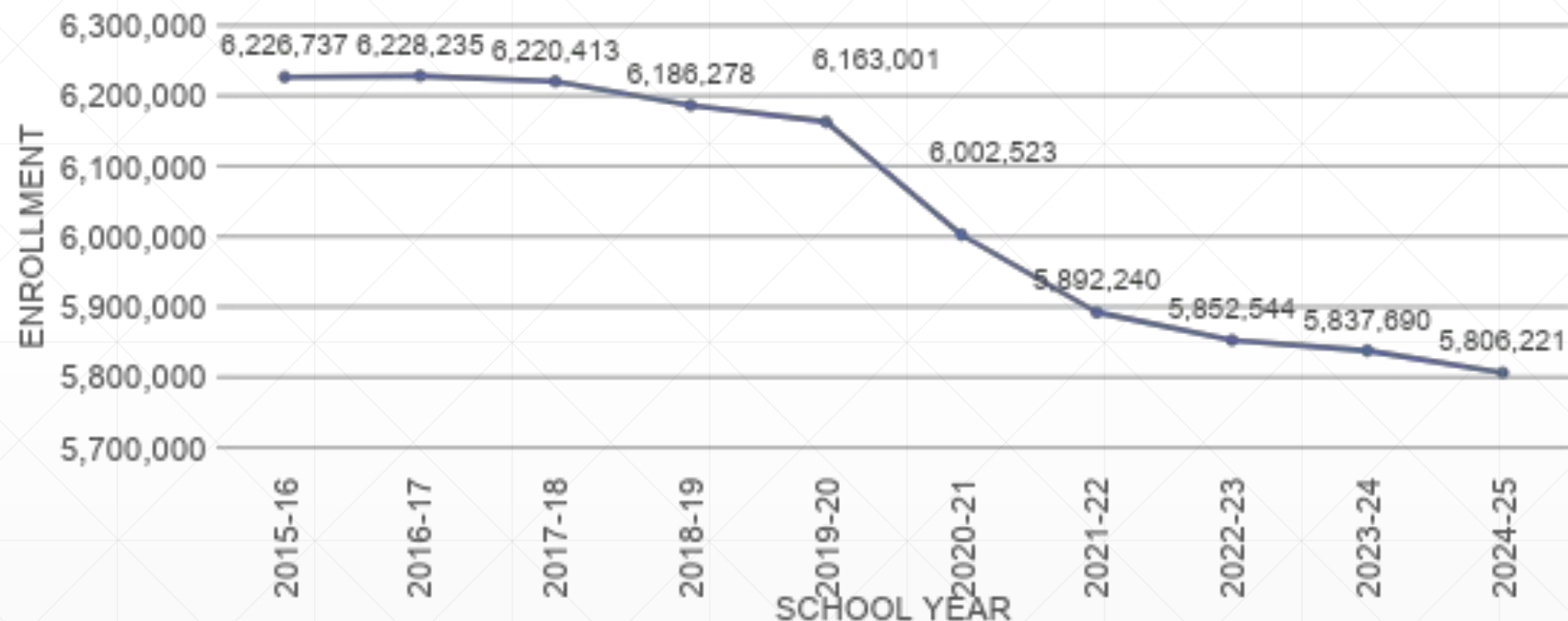
<https://dq.cde.ca.gov/dataquest/>

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

Los Angeles County

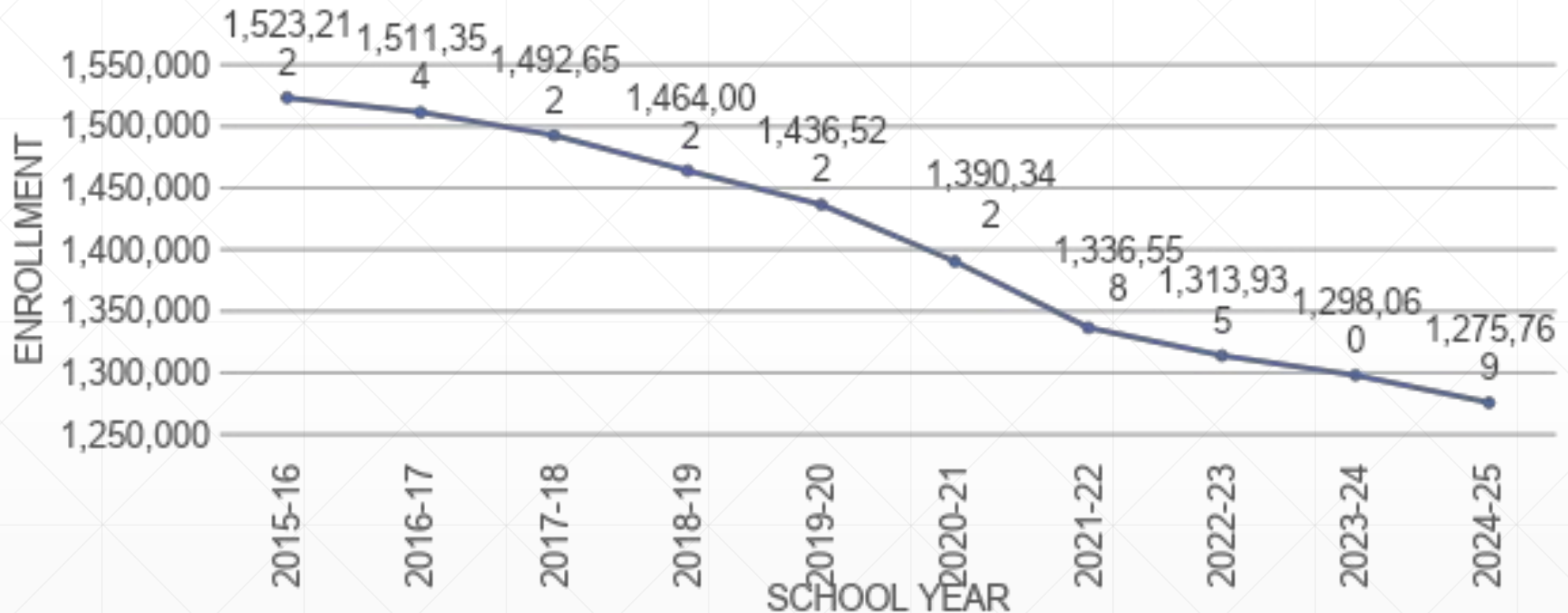
- Los Angeles County has lost 247,443 students between the 2015-16 and 2024-26 school years*
- This loss is approximately 16.24%
- According to the State of California Department of Finance, Los Angeles County is expected to decrease an additional 18% over the next ten years**

California State 2015-16 to 2024-25 Historical Enrollment



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

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



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

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

PUSD Historical Enrollment



PASADENA
Unified School District

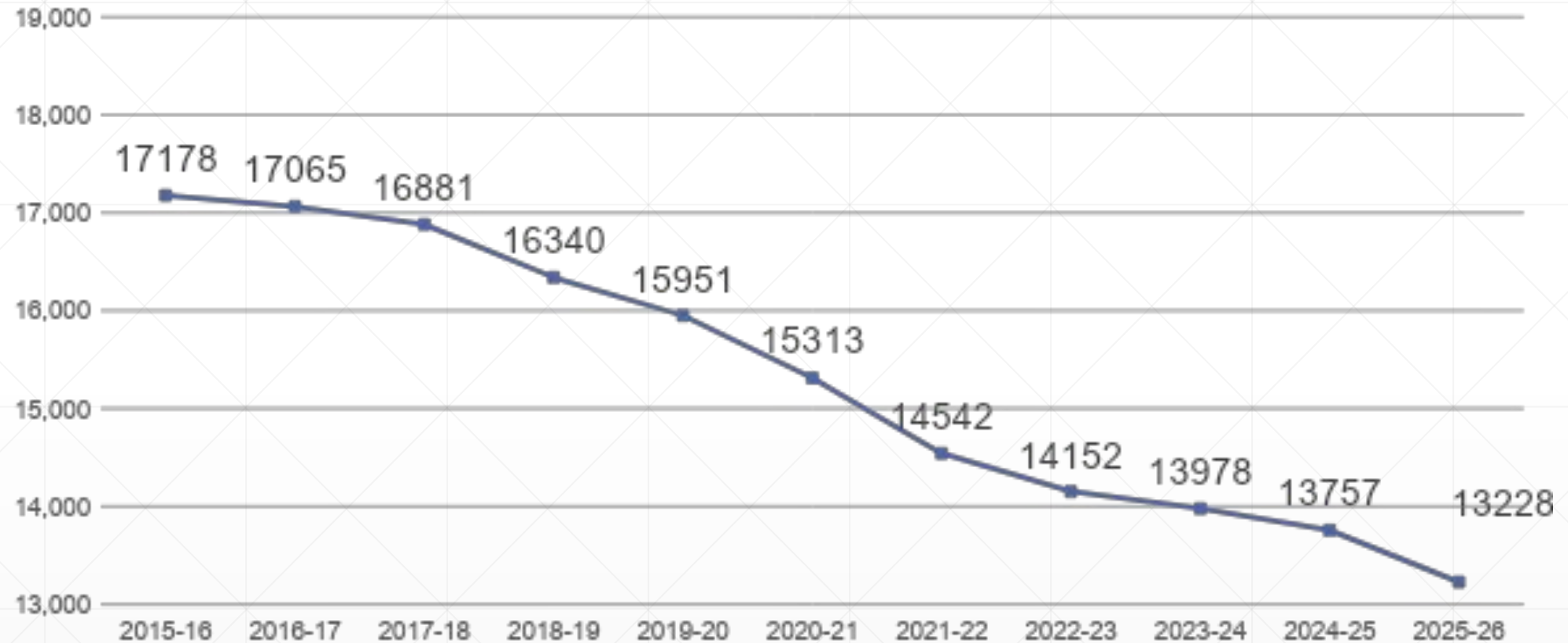
PUSD Enrollment

- 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

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)

Research Summary on School Closures

School Closure Research

- There is a significant amount of research on the topic over many decades
- Study results vary depending on the reason for closure and how the district managed the closure process
- The impact on the students also varies
- The studies included in our literature analysis focus on districts that closed schools for situations similar to PUSD - declining enrollment and financial challenges
- The studies are from well-respected research institutes

Research Summary

- Closures are often considered to maintain financial stability and protect educational programs.
- Academic outcomes improve when closures result in access to higher-quality learning environments.
- Equity impacts depend on how student placement and access are handled.
- Closures can be difficult for communities, even when they create new opportunities for students.

Research Key Takeaways

Bottom Line

- They can help **stabilize district finances and preserve programs**
- They can also create **disruption and equity concerns if not well-designed**

Successful Transitions Include

- Clear communication and community engagement
- Thoughtful student placement in strong schools
- Transportation and access supports
- Academic and social-emotional transition support

Mental Health Supports

- PUSD Mental Health - Clinical Social Workers (CSW) and Licensed Clinical Social Workers (LCSW)
- THRIVE School Mental Health Program
- Interns from Higher Education
- 6 Mental Health Consortium teams
- Crisis Counselors

Other Supports

Social Emotional Supports

- Second Step Curriculum (K-8)
- Upstream (9th-12th)

Additional Student/Family Supports

- Western Justice Center (Community Circles, Restorative practices, Conflict Resolution)
- Restorative Practice Liaisons
- Child Wellness and Attendance Counselor

Sources

- Education Commission of the States – *School Closure and Consolidation Policies*
- National Center for Education Statistics – *Enrollment Trends and Financial Pressures in Public Schools*
- Learning Policy Institute – *Understanding School Closures and Resource Allocation*
- Brookings Institution – *District Responses to Enrollment Decline*
- RAND Corporation – *Fiscal Efficiency and Student Outcomes in School Consolidation*
- American Educational Research Association – *Peer-reviewed studies on consolidation and district finance*
- National Bureau of Economic Research – *School Finance, Enrollment Decline, and Closure Effects*

SCAC Objectives and Desired Outcomes

Superintendent's School Consolidation Advisory Committee (SCAC)

- The SCAC membership reflect community
 - Teachers and school staff
 - Administrators
 - Parent representatives
 - PUSD students
 - Local residents and civic partners
 - City and County representatives
- Rigorous application process ensures community voices are represented
- The SCAC is currently viewing scenarios and will make recommendations, if any, to be presented to the board

SCAC 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

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 and “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

Board Approved Factors

1. Geographical location/where students reside
2. Enrollment

Important Dates

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
- ☒ March 23rd - Community Survey Closed
- ☒ March 31st – Virtual Town Hall 9:30-11:00 AM [PUSD.US/townhall](https://pusd.us/townhall)
- ☒ April 28th, Town Hall and Public Input Session – Pasadena High School Auditorium

PUSD Board Meetings

Equity Impact Analysis (EIA) and School Closure Consideration

▪ **May 28th 2026 – Board Meeting**

- SCAC recommendations to the Board, if any
- Draft Equity Impact Analysis Presented, if closure recommendations are made
- Public hearing and public comment on EIA and any recommended school closures

▪ **June 11, 2026 – Board Meeting**

- Second public hearing and public comment on EIA and any recommended school closures

▪ **June 25, 2026 – Board Meeting**

- Final EIA Presented
- Public comment taken
- Board considers approving or rejecting school closure or closures, if any are recommended

Question & Answers & Public Comments
