

Statements and Responses

Regarding 6th-12th Campus Closures

Statement 1: School Closures produce lower test scores, long-term wage loss, and have a disproportionate impact

Accuracy: Partially accurate, but missing key context

- Some research does show:
 - Possible short-term test score declines
 - Potential long-term impacts when closures are poorly managed
 - Potential disproportionate effects on students of color and low-income students
- However, what's missing:
 - Outcomes vary widely depending on quality of the receiving school
 - Some studies show neutral or positive outcomes
 - Impacts are not inevitable—they depend on transition supports, staffing, and program continuity
 - PUSD is reviewing the equity impact of the closure in compliance with Education Code § 41329 (Assembly Bill 1912) and following the Office of the Attorney General Guidance Regarding Laws Governing School Closures and Best Practices for Implementation in California

Bottom line: The concern is legitimate but incomplete. **It reflects a risk that the PUSD can likely mitigate with proper planning and support.**

Statement 2: 50–75% fewer leadership opportunities (ASB, etc.)

Accuracy: Directionally reasonable, but overstated

- True:
 - A larger student body = more competition per position
- But:
 - Schools typically expand leadership structures (committees, clubs, officer roles)
 - Leadership is not limited to ASB (clubs, athletics, arts, service orgs)

Bottom line: Competition increases, but a **50–75% reduction is speculative** and not a fixed outcome.

Statement 3: Electives will likely be reduced (middle school)

Accuracy: Possible, but not inherently true

- Risk exists if:
 - Resources are reallocated to high school programs
- But consolidation often:
 - Expands electives overall (larger enrollment = more viable classes)
 - Allows stronger, not fewer, programs

Bottom line: This depends entirely on master scheduling and staffing decisions—it is not an automatic consequence.

Statement 4: Middle school honors students lose access to high school classes

Accuracy: Plausible but avoidable

- This could happen if:
 - Scheduling/logistics aren't designed for acceleration
- But districts often:
 - Preserve **accelerated pathways** (e.g., compacted math, dual enrollment)

Bottom line: This is a design choice, not a necessary loss. Larger PUSD middle schools such have access to accelerated pathways and that would likely be offered at Thurgood Marshall Middle School.

Statement 5: Loss of VIPS, Puente, EAOP, and Upward Bound Programs

Accuracy: Mixed—contains a key misconception

Referenced programs include:

- Puente Program
- UCLA Early Academic Outreach Program
- Upward Bound

What is accurate:

- These programs:
 - Have limited capacity
 - Often target specific campuses or populations
- Students may face more competition if consolidated

What is not fully accurate:

- These programs are not inherently tied to a single campus forever
- Many can:
 - Relocate
 - Expand with funding adjustments
 - Be renegotiated with partners (e.g., universities)

Bottom line:

- Short-term disruption and access constraints = real risk
 - **Permanent loss = unlikely if proactively managed**
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Statement 6: Hundreds of millions in lost lifetime earnings

Accuracy: Not supportable as stated

- While education programs can improve earnings:
 - **Projecting “hundreds of millions” is speculative and not evidence-based**
 - No direct causal model is provided

Bottom line: This is an advocacy claim, not a defensible research-based estimate.

Statement 7: Fewer athletic opportunities

Accuracy: Partially true

- True:
 - Team roster sizes are fixed = more competition
- But:
 - Larger schools often:
 - Offer more teams (JV, varsity, specialty squads)
 - Field more competitive programs

Bottom line: Participation may decrease for some, but opportunities can also expand in breadth. If Freshman and JV sports are eliminated, what kind of varsity program will exist at the school in a few years?

Statement 8: Harder to get into college

Accuracy: Mostly overstated

- College admissions (including UC/CSU systems):
 - Evaluate students in context of their school
 - Do not require class rank in many cases
- Larger schools often provide:
 - More AP/IB courses
 - More extracurricular options

Bottom line:

- Individual competition increases
- But **college access is not inherently reduced and may improve** with stronger offerings

Statement 9: Overall Assessment

What is Accurate:

- Transition risks are real:
 - Academic disruption
 - Equity concerns
 - Program access during transition

What is speculative:

- Guaranteed long-term harm
- Permanent loss of major programs
- Massive economic loss projections

- Fixed percentage reductions in opportunities

What is missing?

- The **quality of the receiving school and the way in which the District handles the transition** are the biggest factor
- **Intentional design decisions** (scheduling, program preservation, staffing) determine outcomes
- **Many risks can be mitigated or eliminated with planning,** and the District will have over one year to plan for any school closure if approved by the PUSD Board.