

Pasadena Unified School District

School Consolidation Advisory Committee (SCAC) Meeting
May 11, 2026



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Contents

- Review of Committee Objectives, Desired Outcomes, Board Goals, Metrics, and Factors
- Recap and Update on Data
- Research On School Closures and Consolidations
- Additional Pertinent Data
- Next Steps, Future SCAC and PUSD Board Meeting Dates

Review of Committee Objectives, Desired Outcomes, Board Goals, Metrics and Factors

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 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 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

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.

Board Approved Factors

- 1. Geographical location/where students reside
- 2. Enrollment

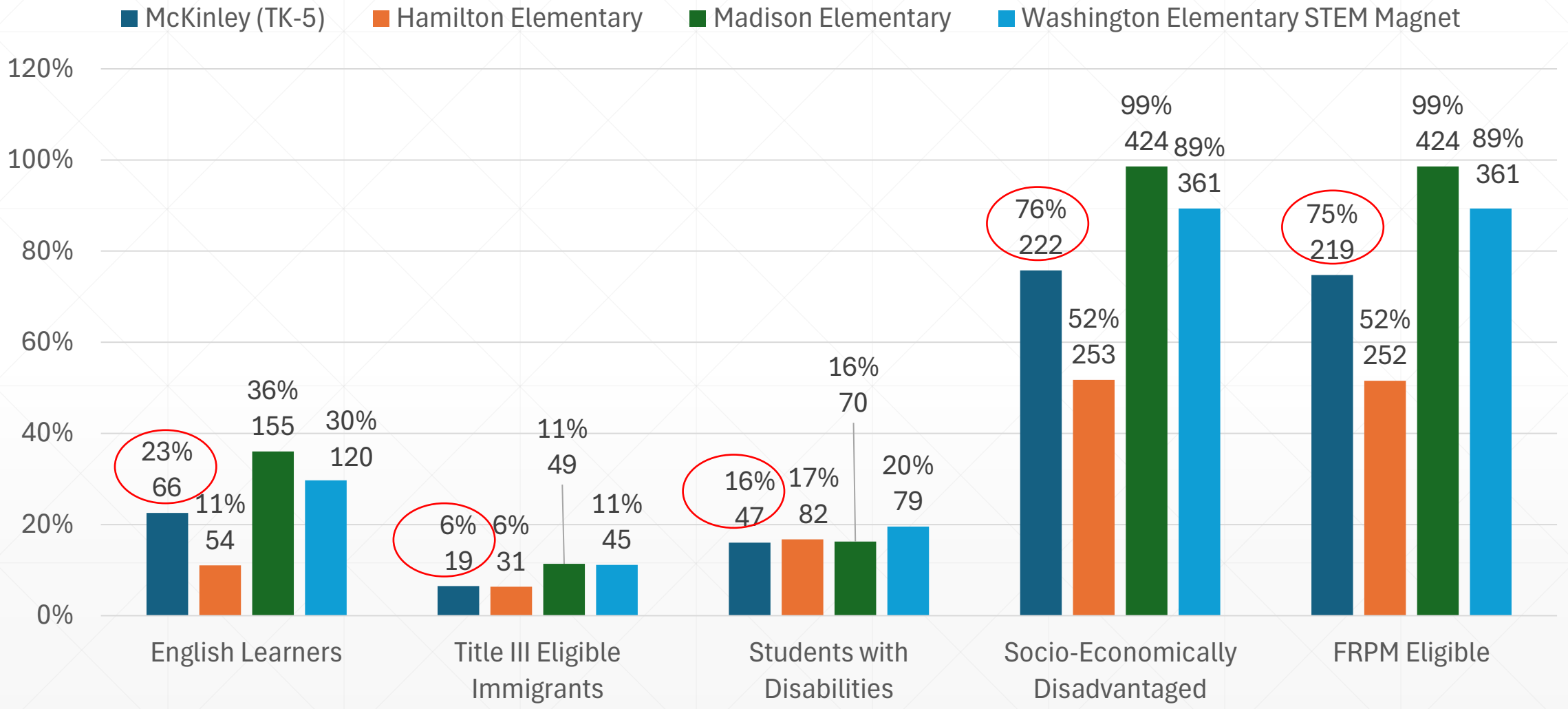
Recap and Update on Data

Update on Budget Data

- Budget data presented at the last SCAC meeting is accurate with what is currently in the financial and position control systems
- There are budget reductions for next year, and these reductions have not been entered into PUSD financial system. Therefore, reports cannot be generated with next year's data
- Estimated savings may be less than shown on the scenario reports, but the closures will generate savings
- Estimated savings will be updated once the District's financial and position control systems are updated with next year's staffing levels

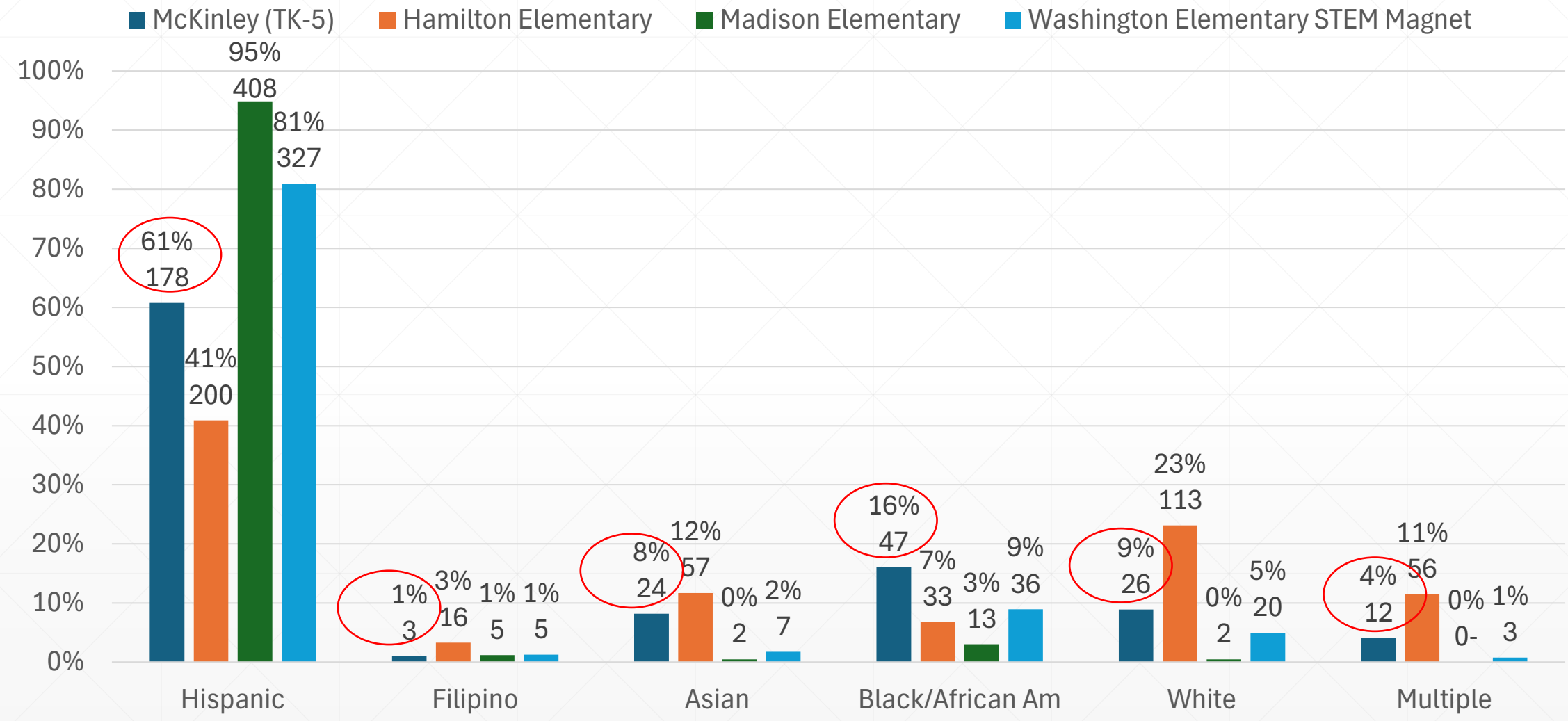
McKinley ES to Hamilton, Madison and Washington Subgroups

McKinley 6-8 numbers were previously shown



McKinley ES to Hamilton, Madison and Washington Ethnic Groups

McKinley 6-8 numbers were previously shown



Other Data Used

- California Department of Education Enrollment, Ethnic and Sub Group Data
 - CDE Data Quest: <https://dq.cde.ca.gov/dataquest/>
- Facility Master Plan Data for Student Enrollment and Facility Condition
 - <https://www.pusdplan.org/>
- Facilities 5-Year Bond Program Plan
 - District Provided
- Data from District Student Information System
 - District Provided
- Signature Program Summary
 - District Provided

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 districts managed the closure process
- The impact on the students also varies
- The studies included in our research summary 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

- School closures can help **stabilize district finances and preserve programs**
- School closures 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

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*

Research Case Study: The Harms of School Closures Can Last a Lifetime, New Research Shows, Education Week, June 2024

What is Well-Founded

- Transition Risks are Real
 - Academic
 - Equity
 - Program

What is Speculative

- Guaranteed long-term harm to students
- Permanent loss of major programs
- Massive economic loss
- Fixed percentage reductions in opportunities

Research Case Study: The Harms of School Closures Can Last a Lifetime, New Research Shows, Education Week, June 2024

What is missing from this study

- The **quality of the receiving school** is the biggest factor
- Results based on the **reason for the closure** are not provided
- **Intentional design decisions** (scheduling, program preservation, staffing) determine outcomes
- Many risks can be **mitigated or eliminated with effective planning**
- Multi-state or California-specific data - results are from only one state

Case Study: Should Failing Schools Be Closed? What The Research Says, Manhattan Institute Study

SUMMARY: That closing a school can harm student outcomes is not a compelling argument against the practice, since the closure might have no effect on student outcomes or a positive effect. School closure is an effective policy from the perspective of current students if it is done thoughtfully to ensure that such students end up in substantially higher-quality schools.....

<https://files.eric.ed.gov/fulltext/ED599013.pdf>

PUSD 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

Additional Pertinent Data

Comparison of Similar LA County School Districts and Number of High School Options per District

District Names	Enrollment (Non-charter enrollment)	Enrollment		Total
		6-12	9-12	
Palos Verdes Peninsula Unified	10,179	0	2	2
Lynwood Unified	10,332	0	2	2
Covina-Valley Unified	10,838	0	3	3
Paramount Unified	11,260	0	1	1
Rowland Unified	11,415	0	2	2
Pasadena Unified	12,905	2	2	4
Burbank Unified	13,791	0	2	2
Norwalk-La Mirada Unified	14,016	0	3	3
Walnut Valley Unified	14,288	0	2	2

Comparison of Similar LA County School Districts and Number of Middle School Options per District

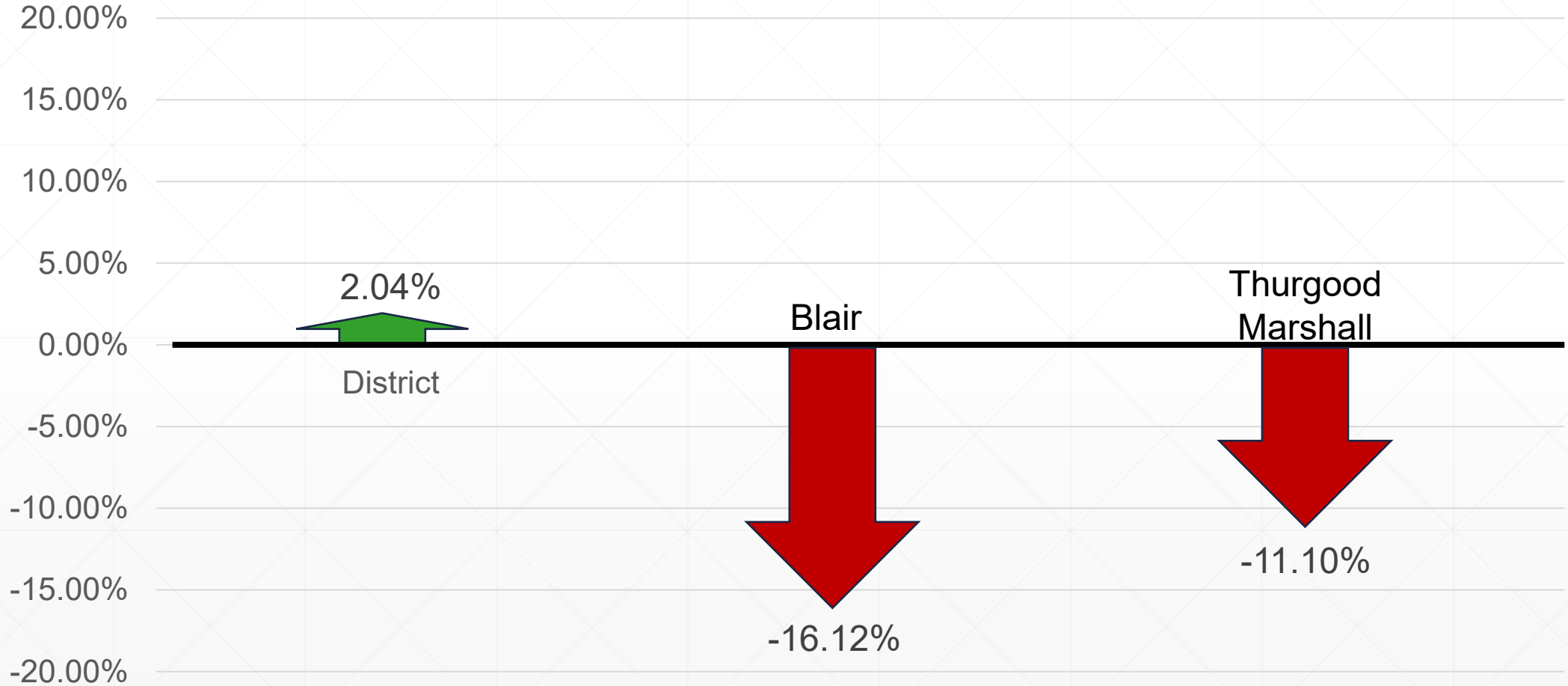
District Names	Enrollment (Non-charter enrollment)	TK-8 Schools	6-8 or 7-8	6-12	Total
Palos Verdes Peninsula Unified	10,179	0	3	0	3
Lynwood Unified	10,332	0	2	0	2
Covina-Valley Unified	10,838	0	3	0	3
Paramount Unified	11,260	1	4	0	5
Rowland Unified	11,415	3	2	0	5
Pasadena Unified	12,905	1	3	2	6
Burbank Unified	13,791	0	3	0	3
Norwalk-La Mirada Unified	14,016	0	5	0	5
Walnut Valley Unified	14,288	0	3	0	3

Comparison of Similar LA County School Districts and Number of Elementary School Options per District

District Names	Enrollment (Non-charter enrollment)	TK-5 or TK-6 Schools	TK-8 Schools	Total
Palos Verdes Peninsula Unified	10,179	10	0	10
Lynwood Unified	10,332	12	0	12
Covina-Valley Unified	10,838	9	0	9
Paramount Unified	11,260	10	1	11
Rowland Unified	11,415	11	3	14
Pasadena Unified	12,905	13	1	14
Burbank Unified	13,791	11	0	11
Norwalk-La Mirada Unified	14,016	16	0	16
Walnut Valley Unified	14,288	9	0	9

Attrition Rate Between 8th and 9th Grade

District and 6th-12th Grade Schools, 5-Year Average



Attrition Rate Between 8th and 9th Grade

District and 6th-12th Grade Schools, 5-Years, per Year

	20-21	21-22	22-23	23-24	24-25	5-Years Average
District	5.96%	15.27%	-3.13%	-4.07%	-3.83%	2.04%
Blair	-13.79%	-5.52%	-17.54%	-16.15%	-27.59%	-16.12%
Thurgood Marshall	-3.42%	-12.08%	-6.29%	-17.96%	-15.77%	-11.10%

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

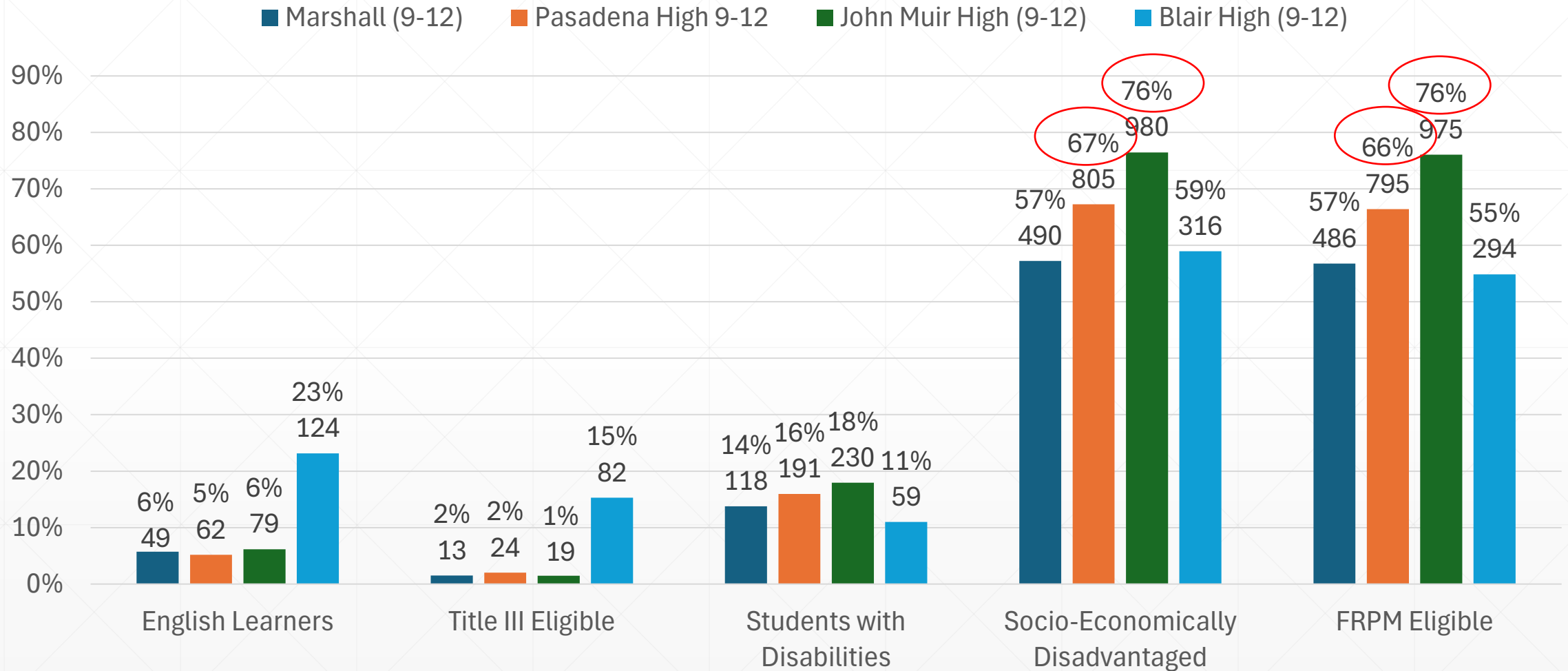
<https://dq.cde.ca.gov/dataquest/>

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

Data and Facts On Financial Efficiency of 6th-12th Grade Schools

- Schools are funded based on the types of students they serve, and it would be expected that expenses would be greater for schools that have a larger number of free and reduced lunch students, English Learners, etc.
- 6th-12th-grade schools include a middle school curriculum, which is less expensive than a high school curriculum, so it would be expected that the 6th-12th-grade school would cost less per pupil than a comprehensive high school
- In schools, most employees are paid a higher salary based on the years they have worked for the District, so to do a complete efficiency analysis, that factor would also need to be looked at
- **Bottom Line:** A 6th-12th-grade school that costs less per student to operate may not be more efficient than other schools in the same district even if the cost per pupil is less

Marshall HS, Pasadena High, John Muir High, and Blair High - Subgroups



Next Steps, Future SCAC and PUSD Board Dates

Next Steps

- The SCAC will vote to make recommendations for the PUSD Board's consideration
- Based on the metrics and other factors shared with the SCAC, a draft Equity Impact Analysis (EIA) will be created and presented to the board and public
- There will be two public hearings on the draft EIA, and public comment will be taken
- The final EIA will include responses to this public comment
- The final EIA will be presented to the board at a separate meeting, along with the resolutions needed for closure, if any
- The board may adopt, adapt or abandon the SCAC's recommendation(s)

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
- Public Survey: Closed March 23rd
- March 31st – Virtual Town Hall 9:30-11:00 AM [PUSD.US/townhall](https://pusd.us/townhall)
- April 28th Public Input/Town Hall Meeting: 6:30 PM @ PHS

PUSD Board Meetings

Equity Impact Analysis

- **May 28, 2026 – Board Meeting**
 - SCAC Recommendations to the Board
 - Draft Equity Impact Analysis Presented and First Public if any school closures are recommended
- **June 11, 2026 – Board Meeting**
 - Second Public Hearing
 - Public comment taken
- **June 13, 2026 Board Study Session**
- **June 25, 2026 – Board Meeting**
 - Board considers approval of school closures, if any

Thank You