



Draft

Equity Impact Analysis

**Prepared for
Pasadena Unified School District**

May 2026



TOTAL SCHOOL SOLUTIONS

**4751 MANGELS BOULEVARD
FAIRFIELD, CA 94534**

GOVERNING BOARD

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Helen Chan Hill, Ed.D., *Chief Academic Officer*
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Executive Summary

This report was commissioned to assist the Pasadena Unified School District (PUSD or District) in conforming with Assembly Bill 1912 (AB 1912) and to allow the District Community to provide District staff with input regarding the proposed school closures. Although PUSD is not legally required to comply with AB 1912, it is considered a best practice by the California Attorney General and provides a framework for PUSD to follow a thorough, transparent process when deciding which schools, if any, should be considered for closure.

The goal of these closures is for PUSD to provide a more robust educational experience for students, become more financially stable, and make better use of available resources. Consolidating students into fewer schools will free up resources so that programs can be enhanced, and combination classes, which house multiple grades in one (1) classroom, can be more easily avoided. Furthermore, having fewer physical school sites saves PUSD operating costs and allows maintenance and facility funds to be more focused on improving the physical learning environments.

The main body of this report describes and analyzes several categories known as “metrics” (Metrics) that are important aspects of school closures. The focus of the review of these Metrics is to ensure PUSD is complying with AB 1912 requirements when considering school closures.

The District community is encouraged to provide public comment regarding the proposed school closures at scheduled Board meetings. PUSD is required to respond to concerns about the closures, and public input will help guide the process and help District staff better understand the needs of the school community.

Operating too many schools for PUSD’s current enrollment can ultimately hinder the District’s ability to achieve its goals for students, and a thoughtful, thorough process of closing schools to reorganize PUSD can have a positive, meaningful effect on students’ experience now and in future generations.

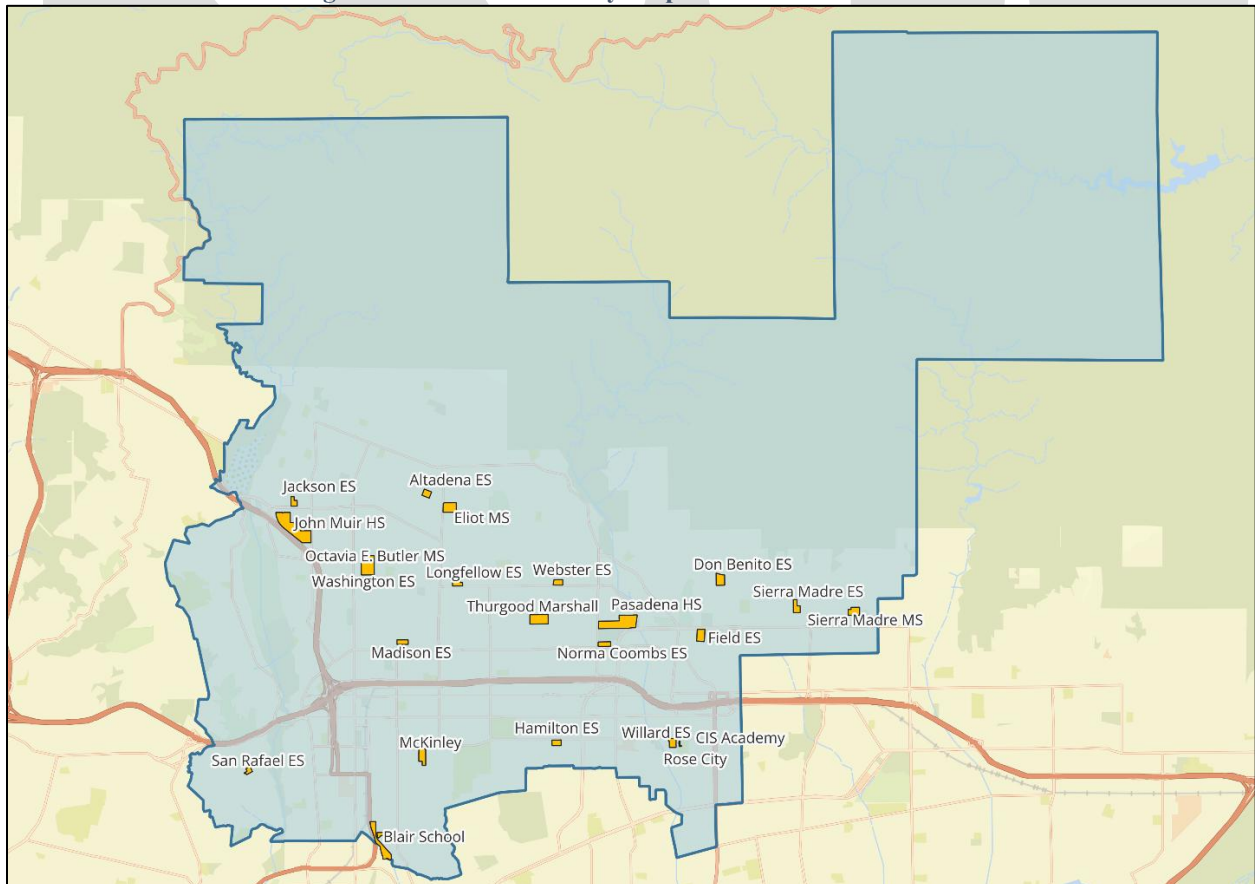
Discussions about possibly closing schools have understandably caused significant stress within the community, with many community members voicing strong opposition to consolidation. Schools represent more than just physical structures—they are centers of belonging for many people. Considering closing any school is particularly challenging for a community still coping with the aftermath of the Eaton wildfire, the loss of homes, and the displacement of families. Ultimately, this work aims to help the District ensure that, in the long run, every student has access to the highest quality educational experience, while recognizing and respecting the hardships the community has recently faced.

1: Background

1.1 The District

The Pasadena Unified School District ("PUSD" or "District") is a public school district in the city of Pasadena, located in the San Gabriel Valley of Los Angeles County, California. Established in 1874, it is one of the oldest school districts in California. Its boundaries include Pasadena, Altadena and Sierra Madre, California. The District serves students from transitional kindergarten (TK) through Grade 12 and includes pre-school programs, a continuation school, and an adult school. The District currently enrolls approximately 13,228 TK-12 students. The District currently operates thirteen (13) TK-5 school sites, one (1) TK-8 school site, three (3) middle school sites (grades 6-8), two (2) secondary school sites (6-12), two (2) high school sites (grades 9-12), one (1) K-12 alternative school, and one (1) continuation school.

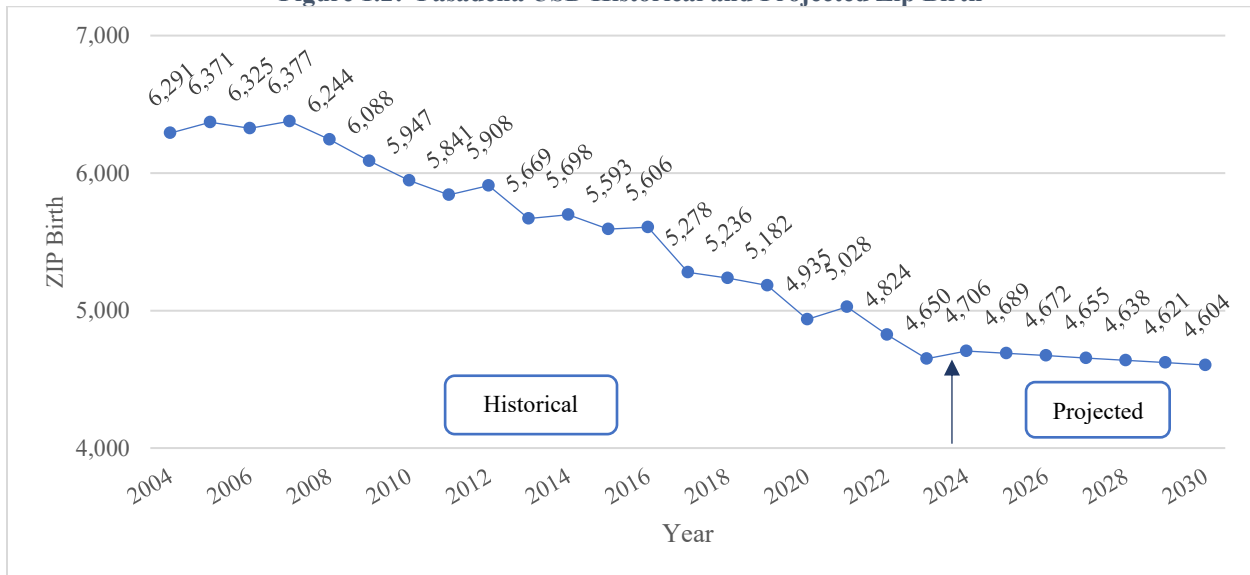
Figure 1.1: PUSD Boundary Map with School Boundaries



Since 2005, PUSD has closed eleven (11) schools due to declining enrollment, with multiple closures in 2020, including Franklin, Jefferson, and Roosevelt Elementary schools, as well as Wilson Middle School. The District is not unlike many districts in Los Angeles County, which have also experienced declining enrollment. This decline in PUSD enrollment has been largely

driven by lower birth rates in the areas the District serves, but as small birth cohorts reach school age, fewer students become eligible to enroll, resulting in reduced overall enrollment. However, demographic projections indicate that birth rates in these areas are expected to level off over the next few years, which may help slow or halt further enrollment declines.

Figure 1.2: Pasadena USD Historical and Projected Zip Birth

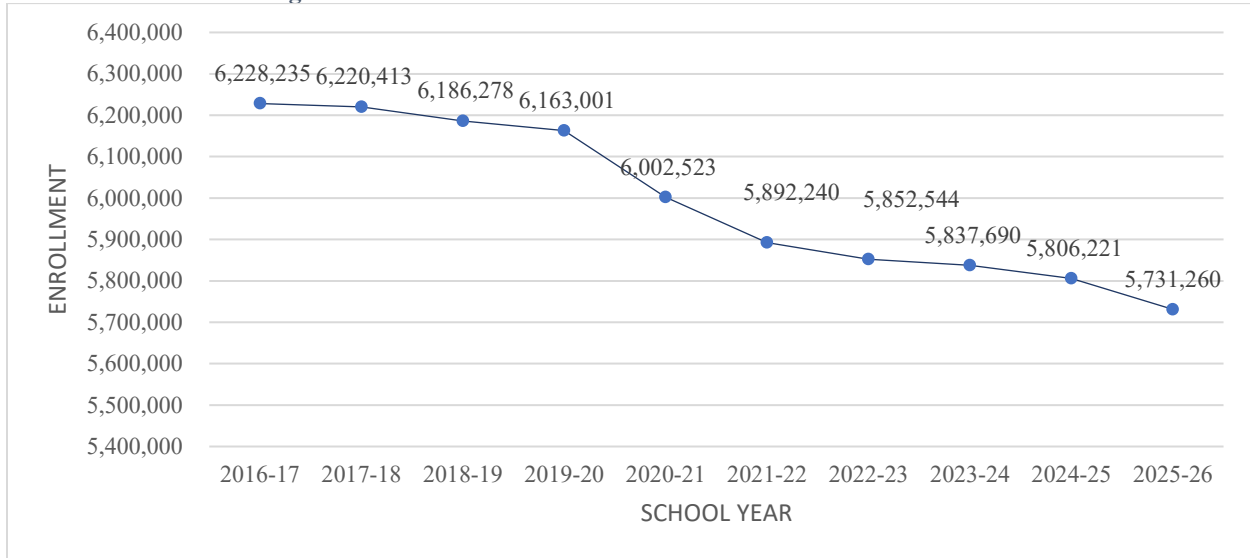


Source: California Department of Public Health, Live Birth Profiles by Zip Code, 1984-2024, California Health and Human Services Open Data Portal, published November 17, 2025

1.2 Declining Enrollment

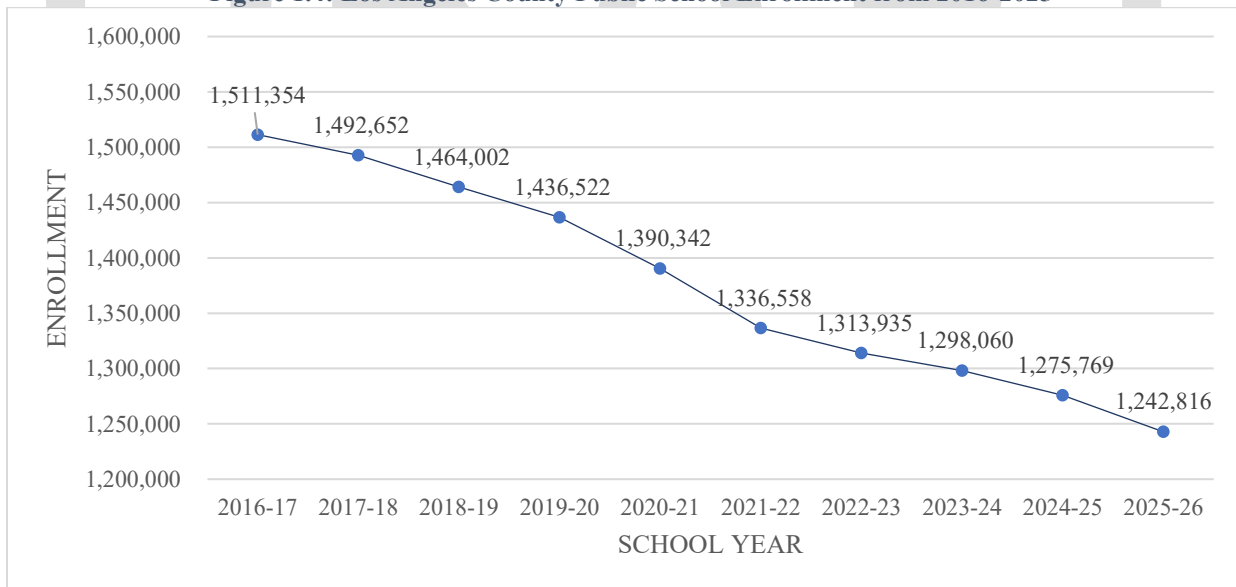
Public school enrollment in the State of California, Los Angeles County, and the PUSD has been declining significantly over the past several years. This decline in enrollment is illustrated in the charts below:

Figure 1.3: California Public School Enrollment from 2016-2025



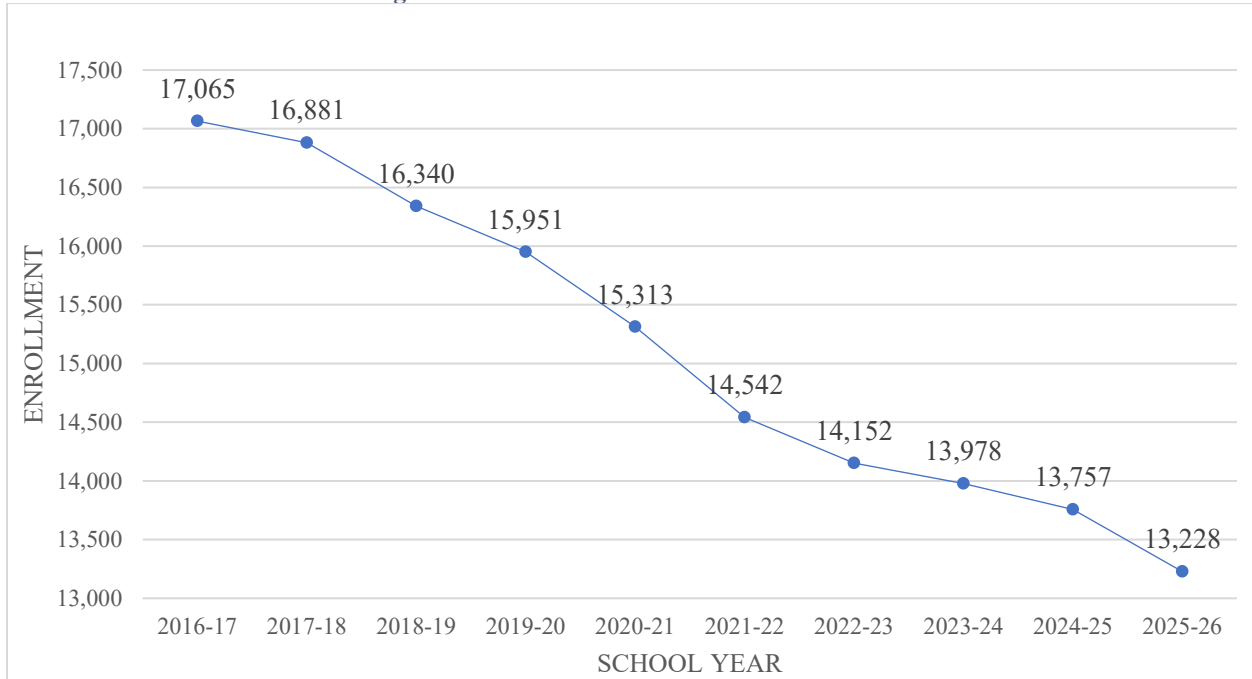
California lost 496,975 students between 2016 and 2025, an approximate 8% decrease. According to the State of California Department of Finance, statewide enrollment is expected to decline by an additional 10.1% over the next ten years.

Figure 1.4: Los Angeles County Public School Enrollment from 2016-2025



Over the same period, decreasing enrollment has also impacted Los Angeles County, which lost over 268,538 public school students - an 18% decline. According to the State of California Department of Finance, Los Angeles County is expected to decrease by an additional 18% over the next ten years.

Figure 1.5: PUSD Enrollment from 2016-2024



* Includes the District Office, Nonpublic, Nonsectarian Schools, and Continuation and Alternative Schools

PUSD has experienced declining enrollment over the past decade. In the 2016-17 school year, PUSD reported an enrollment of 17,065 students, which fell to 13,228 in 2025-2026. This 3,837-student decline (22.4%) over the 10-year period is significant for the District.

A TSS school-by-school enrollment forecast using birth rates, future development, and attrition rates projects that the student body will continue to decrease over the next several years. The continued decline is partially attributed to decreasing birth rates and other factors, such as student mobility, which have not been offset by residential and commercial development.

Since funding is directly tied to enrollment, declining student numbers reduce the District's funding. This creates challenges in continuing to operate a large number of schools relative to its student population. Also, since most school operational costs do not decrease with declining enrollment, per-pupil operational costs rise, leaving less money available for student programs.

1.3 Superintendent’s School Consolidation Advisory Committee (SCAC)

In alignment with Board Resolution 2852, PUSD initiated a planning process for potential school consolidation beginning in the 2027-2028 school year.

PUSD had a rigorous application process for the Superintendent’s School Consolidation Advisory Committee (SCAC), which included a written application that was reviewed by District staff. Ultimately, thirty-three (33) members were selected from over 100 applicants. The SCAC met seven (7) times at the PUSD Central Office on the below dates. The SCAC included a diverse mix of participants, including:

- Teachers and school staff
- Administrators
- Parent representatives
- PUSD students
- Local residents and civic partners
- City and County representatives

SCAC Meetings	SCAC Meetings
February 23, 2026	March 9, 2026
March 23, 2026	March 31, 2026
April 13, 2026	April 27, 2026
May 11, 2026	

All of these meetings were open to the public for in person attendance. There was limited public seating in the room where the meetings were held due to the size of the Committee. Due to limited seating in the primary meeting room to accommodate SCAC members, the District provided additional spaces for the community in an overflow room where the meeting was live-streamed.

Typically, superintendent committees are provided with objectives, so it is clear what the committee is to accomplish. The facilitator provided the SCAC with the following committee objectives, which are typical for consolidation committees that he has worked with in the past:

- Review pertinent data to determine if school consolidation in PUSD may be beneficial to the District's students.
- Utilize the Board-approved metrics (*i.e.*, categories of data used to measure the impact of a proposed school closure) and factors to decide what consolidation, if any, should be considered and understand the impacts of any change.
- Based on a 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 the 2027-28 school year, or recommend consolidation for future years.

On February 26, 2026, the PUSD Board approved the below desired outcomes. These desired outcomes guided the SCAC's work, were reviewed at the start of meetings, and were applied to any closure scenarios presented.

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

Initially, the SCAC process began with all schools being presented as possible consolidation candidates. At the third SCAC meeting, the committee had a discussion regarding its progress. It was expressed that the process for narrowing down schools was stressful for the school sites, and given the amount of data provided, it was difficult to decide which schools should remain under consideration for closure. Consensus was reached that the facilitator would provide options for closure based on the firm's data and experience in the school closure process. At subsequent meetings, the SCAC was provided with an updated School Closure and Scenario document. The document was updated since the last meeting to include secondary closure scenarios as well as one (1) additional elementary closure scenario (Scenario 2B – Merge Norma Coombs Elementary School with Webster Elementary School). The SCAC reviewed all scenarios, and time was provided for questions and discussions. The SCAC was asked to review the scenarios that could be narrowed down to limit the final vote to a yes-or-no for each scenario, and the final vote would be taken at the last SCAC meeting on May 11, 2026. There were two (2) scenarios that had more than one (1) choice:

- Elementary Scenario 2A and 2B, which included:
 - Merge Webster Elementary School to Norma Coombs Elementary School and Longfellow Elementary School; or
 - Merge Norma Coombs Elementary School to Webster Elementary School.
- Secondary Scenario 2A, B, or C, which included:
 - Merge Blair 9th through 12th with Pasadena High School and Blair 6th through 8th with Thurgood Marshall Middle School;
 - Merge Blair 9th through 12th with John Muir High School and Blair High School 6th through 8th with Octavia E. Butler Middle School; or
 - Merge Blair 9th through 12th with John Muir High School and Blair 6th through 8th with Thurgood Marshall Middle School.

The SCAC took a vote at the end of the meeting and decided to move the following scenarios forward for a final vote at the SCAC meeting on May 11, 2026:

- Elementary Scenario 2B: Merge Norma Coombs Elementary School to Webster Elementary School; and
- Secondary Scenario 2B: Merge Blair 9th through 12th with John Muir High School and Blair 6th through 8th with Octavia E. Butler Middle School.

At the final SCAC meeting on May 11, 2026, before the vote, members were given the opportunity to provide comments before the vote and made the following statements:

- The process felt rushed, and more time is needed.
- Interactions between TSS and Board members prior to the SCAC formation (as stated in the recent Colorado Boulevard article) may have compromised the process.
- A need for a broader visioning process is needed for PUSD before making closure decisions.
- Data inconsistencies undermined confidence in the analysis by TSS.
- Committee members should have been allowed to develop their own scenarios.
- Concerns were raised about ineffective facilitation and lack of effective guidance
- It was recognized by some members that school closures may still be necessary.
- Loss of community trust, stemming from prior Board communications about closures as stated in the article. More comments were made that were similar to the written comments expressed in the text area of a ballot.

After individual comments were made, the SCAC voted not to recommend any schools for closure or consolidation. <https://www.pusd.us/about/superintendent/scac>.

The results of the vote were as follows:

Table 1.1: SCAC Vote on Closure and Consolidation

Potential Closed School	Grade Levels Served	Receiving School(s)	Yes	No
Don Benito ES	TK-5	Willard ES	9	20
Norma Coombs ES	TK-5	Webster ES	8	21
McKinley	TK-5	Hamilton ES, Madison ES, Washington ES	12	17
McKinley	6-8	Eliot MS	13	16
Thurgood Marshall	9-12	Pasadena HS	9	20
Blair HS	9-12	John Muir HS and Octavia E. Butler MS	10	19

1.4 Transparency and Opportunity for Public Input

One very important goal of the SCAC was to ensure its work was transparent and to provide an opportunity for public input. SCAC meetings were open to the public and well attended. PUSD also hosted other opportunities for information sharing and public input, including:

- February 19, 2026 – Input session for SCAC applicants who were not selected for the committee
- A Public Survey: Closed March 18, 2026
- March 31, 2026 - Virtual Town Hall 9:30-11:00 AM
- April 28, 2026 - Public Input/Town Hall Meeting: 6:30 PM at Pasadena High School

The public was also invited to speak at prior PUSD Board meetings and will also have the opportunity to provide public comment at the following upcoming PUSD Board Meetings:

- May 28, 2026 – Board Meeting
 - SCAC Recommendations to the Board
 - Draft Equity Impact Analysis Presented
- June 11, 2026 – Board Meeting
 - Second Public Hearing
- June 13, 2026
 - Board Study Session
- June 25, 2026 – Board Meeting
 - The PUSD Board considers approval of any school closures

1.5 AB 1912

In September of 2022, the Governor signed Assembly Bill (“AB”) 1912 (“AB 1912”), codified at Education Code section 41329, which requires a school district under financial distress to conduct an equity impact analysis (EIA) utilizing a developed set of metrics when considering school closures or consolidations, and to seek public input on those metrics prior to adopting a final recommendation.

Metrics are categories of data used to measure the impact of a proposed school closure. AB 1912 requires these districts to provide the public with an opportunity to provide input on the metrics and the impact of the closure.

On April 11, 2023, the California Attorney General issued “Guidance Regarding Laws Governing School Closures and Best Practices for Implementation in California,” which advises all school districts, not just those that meet the definition of “under financial distress,” to assess the metrics when considering school closures or consolidations.

Although the District is not in financial distress, it is following this process as it is considered a best practice for school closures and is recommended by the state Attorney General. The metrics shall include, but are not limited to, all the following:

- A. The condition of a school facility.
- B. The operating cost of a school and the associated savings resulting from a closure or consolidation.
- C. The capacity of a school to accommodate excess pupils.
- D. 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.
- E. Environmental factors, including, but not limited to, traffic and proximity to freeway access.
- F. 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.
- G. Transportation needs of pupils.
- H. Aesthetics and the opportunity for blight and negative impact on the surrounding community.
- I. 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.

Section (2)(a) of Education Code Section 41329 also requires the District to provide the following 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. Plans for the use of schools proposed for closure once it becomes a vacated facility.
- 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 timelines for transitioning pupils to their new schools, including improving safe routes to schools and home-to-school transportation needs.

The District's final EIA will be presented to the public at a subsequent regularly scheduled meeting and will include a review of how public input was incorporated into the final recommendation. "No "affirmative action" by a school district to "implement a school closure" can be made until the District adopts a "resolution concluding that the community engagement process...has been completed."

This document provides an Equity Impact Analysis for the potential school closures listed in Tables 1.3 and 1.4.

On January 22, 2026, the PUSD Board approved and adopted Resolution 2857, Equity Impact Analysis AB 1912 Metrics pursuant to Education Code section 41329(a)(1).

1.6 Pasadena Unified School District Asset Management Plan

One AB 1912 Metric focuses on aesthetics and the opportunity for blight on surrounding communities. The purposes of this Metric are to include the evaluation of blight risk and neighborhood effects due to closures, and to emphasize thoughtful, forward-looking planning by school districts.

“Blight” in this context means the risk of vacant or underutilized campuses over time. Blight can potentially impact safety, maintenance, neighborhood stability, and community perception. However, blight is not about whether a school closes, but about how school sites are managed over time after closure and consolidation.

As part of its proactive asset management planning process, the District has been developing a long-term strategy for asset management that prioritizes school functions and community needs, while simultaneously exploring ongoing revenue generating opportunities.

On February 2, 2024, June 27, 2024, and November 21, 2024, the District’s Board of Education received presentations regarding:

- District real property and asset management options and opportunities;
- The Superintendent’s Leadership Team recommendations for the long-term facilities planning process; and
- Multiple presentations to the Board and Superintendent’s Facilities Advisory Committee regarding the Former Linda Vista site and Former Roosevelt site, projects that are currently underway.

As part of its asset management planning process, the District retained a consultant to prepare an Asset Management Plan (“Plan”). This Plan includes conducting an asset management and revenue enhancement study, assessing disposition and use options for closed or underutilized sites, assessing short and long-term lease options for District property to maximize revenue, while continuing to consider District and community benefits, and ongoing community input and engagement.

The District has already started applying this approach by:

- Active reuse and interim occupancy of former school sites, including:
 - Leasing opportunities to generate revenue and maintain site activity; and
 - Evaluation of redevelopment and partnership opportunities.
- To avoid blight, the District will:
 - Maintain active site use immediately after closure (if closure occurs);
 - Ensure ongoing maintenance and security; and
 - Advance timely transition to long-term use.

In addition, the properties will be reviewed by the District Superintendent’s Budget Advisory Committee and the Superintendent’s Facilities Advisory Committee (SFAC). The Committees will provide input and recommendations regarding asset management planning. Established in January

2026, the SFAC was created to provide coordinated, transparent, and strategic oversight of long-range facilities planning and bond programs

Some key takeaways from the asset management planning process include:

- Closed sites are being actively managed—not left vacant;
- If schools are closed, no site will be left without a plan; and
- Closure and asset management planning will occur together, not separately.

1.7 Other Factors

The Board approved two (2) additional factors for the SCAC to consider when evaluating a school for possible closure:

- Geographic Location/Where students reside
- Enrollment

The map showing the geographic locations of the schools the SCAC reviewed is similar to Figure 1.1, which shows all the current schools the District is using for its TK-12 program. The SCAC also reviewed where PUSD students reside through both a “heat” map, which shows darker colors where student density increases, and a “scatter plot” map, which shows the general locations of families represented by dots. The “heat” and “scatter plot” maps that the SCAC reviewed are in Appendix A. The enrollment data that the SCAC reviewed is in the capacity section of this report, as well as in the school-by-school projections in Appendix C.

1.8 PUSD Board Resolution 2852

In December of 2025, the PUSD Board approved Board Resolution 2852. This Resolution sets minimum, maximum, and optimal student enrollment guidelines.

Table 1.2: Minimal, Maximum, And Optimal Student Guidelines For Student Enrollment

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

This resolution provided specific instructions to staff, including:

- Monitor schools that fall below the enrollment threshold for two consecutive years beginning in 2024–2025 and 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, in compliance with AB 1912, demonstrating how the proposed action advances equitable access to quality instruction, diversity, and fiscal sustainability.

- Develop and bring forward a proposed District Transformation Planning Process that includes community input; instructional and programmatic stability; considerations of optimal school size; community and fiscal impacts; and potential consolidation scenarios.
- 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.

1.9 Districts Across the State Are Closing Schools

Declining enrollment is not a problem unique to PUSD. As seen in Figure 1.2, California has far fewer students attending its public schools than it did a decade ago, and this trend does not appear likely to reverse in the foreseeable future. Increased housing costs, fewer children per couple, and the pull of charter and independent schools have left dozens of school districts with too many schools serving too few children.

Ojai Unified, Oakland Unified, Duarte Unified, Baldwin Park Unified, Azusa Unified, Inglewood Unified, Hacienda La Puente Unified, Compton Unified, Saugus Elementary, and Mountain View Elementary are but a small sampling of school districts that are facing the difficult and unpopular choice to close schools to preserve the financial health and educational well-being of their students. According to the California Department of Education, 360 schools, including charter schools, have closed since 2015. The decision to close schools is very difficult for a school district, but doing so gives current and future students a chance at a better education.

1.10 Comparison Districts

The SCAC requested a list of districts similar in size to PUSD to gauge how PUSD compares to them. The comparison Districts are Districts with similar enrollment located in Los Angeles County. These charts, found in Appendix A, show the number of options students have for high school, middle school, and elementary school for PUSD and comparison Districts.

1.10.1 Potential Closures and Receiving Schools

The closure of schools requires that students attending a closed school be able to attend another District school. PUSD has an open enrollment policy, meaning families may attend any District school with capacity. For the purpose of this study, receiving schools are identified to ensure adequate capacity for students who may need to enroll in another school, recognizing that some students may choose to attend another District school. The receiving schools were selected based on proximity to the potentially closed school, grade level configuration, and capacity to absorb additional students. This report shows all scenarios presented to the SCAC, not just the final options that were voted on. This includes one (1) additional elementary school closure option and two (2) additional high school closure options. The options are listed in Tables 1.3 and 1.4 below:

Table 1.3: Potential Closing and Receiving Schools TK-8

Option #	Potential Closed School	Grade Levels Served	Likely Receiving Schools
1	Don Benito ES	TK-5	Willard ES
2A	Webster ES	TK-5	Longfellow ES and Norma Coombs ES
2B	Norma Coombs ES	TK-5	Webster ES
3 Part I	McKinley	6-8	Eliot MS
3 Part 2	McKinley	TK-5	Hamilton ES, Madison ES, Washington ES

Table 1.4: Potential Closing and Receiving Schools 6-12

Option #	Potential Closed School	Grade Levels Served	Likely Receiving Schools
1	Thurgood Marshall	9-12	Pasadena HS
2A	Blair HS	6-8	Thurgood Marshall MS
2A	Blair HS	9-12	Pasadena HS
2B	Blair HS	6-8	Octavia E. Butler MS
2B	Blair HS	9-12	John Muir HS
2C	Blair HS	6-8	Thurgood Marshall MS
2C	Blair HS	9-12	John Muir HS

DRAFT

2: Condition of Facility

2.1 Description

When assessing the condition of a facility, the Attorney General, as per his April 2023 letter to superintendents and board members, “Guidance Regarding Laws Governing School Closures and Best Practices for Implementation in California”, recommends that Districts review and disclose how specific District decisions (historical or current) may have led to resource divestments from schools primarily serving students of color. The concern of the Attorney General is that a District may have directed money to modernize one school while ignoring the needs of schools that are “primarily serving students of color” or that local parent groups generated additional funding for landscaping or additional custodial services that a low-income neighborhood school could not generate. Discrimination can also take the form of directing more funds to schools attended by students from more affluent backgrounds. This could include both bond funds that districts use for facilities and annual maintenance funds. Education Code Section 200 requires school districts to provide equal educational opportunities to all students, and the Attorney General opines that this applies to the maintenance and modernization of facilities.

In addition, it is important for districts to regularly assess facility conditions and ensure transparency in facility resource allocation. Engaging the community—especially families and students from underrepresented groups—in discussions about facility needs can help identify gaps and prioritize improvements. Districts should also develop clear criteria for facility upgrades and maintenance that prioritize equity, ensuring that all schools receive the attention and funding necessary for a safe and supportive learning environment. By proactively addressing disparities, districts can help foster trust and demonstrate a commitment to fairness and equal opportunity.

This section will analyze the condition of the school facilities considered for closure based on the current Facilities Master Plan (FMP).

2.2 Facilities Master Plan

The conditions of the facilities within a school district are documented in the District’s FMP which can be found on the District’s web site at <https://www.pusdplan.org/>. The FMP is typically developed by the school district every eight (8) to ten (10) years. However, based on a district’s individual needs, this plan may be commissioned and/or revised more frequently. PUSD is in the process of selecting a vendor to create a new FMP, and the new FMP is scheduled for completion sometime in 2027. The FMP provides a roadmap for a district to create an ideal physical environment that fulfills its mission and achieves its goals. The FMP can include a wealth of information about school facilities and, when coupled with a demographic study, can also provide information on current and projected enrollment, as well as where the families of students attending district schools reside. The report may also include other important information, such as the grade levels of the specific school the facility serves and the number of students enrolled at the school from both within and outside the attendance area. A detailed assessment of the condition

of the district's facilities is typically included in the FMP along with estimated costs for new construction, repairs, and upgrades.

The current FMP was completed by DLR Group in 2023. The report includes an assessment of the conditions of school facilities. All of the information, including tables used in this section of the report, was taken from the District's 2023 FMP (<https://www.pusd.us/departments/measure-o/master-plan>).

According to the National Center for School Infrastructure (<https://school-infrastructure.org/facilities-investment-helps-drive-student-success-tfz/>), students must feel comfortable and safe in their learning environment to achieve educational and social-emotional goals. Research indicates that the learning environment is the most important variable in achieving educational outcomes. Therefore, the condition of school facilities is paramount to student success. This report can be found at

2.3 Rating Condition Scale

The FMP uses a "Rating Condition Scale" to notate the current condition of facilities. The scale uses percentages to indicate the condition, with higher percentages corresponding to greater replacement and repair costs.

2.4 FMP Rating Condition Scale

- 0-5% - In new or well-maintained condition
- 5-10% - Subject to wear but still in a functioning condition
- 10-30% - Near the end of its serviceable life
- Above 30% - Has reached the end of serviceable life. Replacement is necessary.

None of the schools in the District were rated above thirty percent (30%).

2.5 Master Plan Probable Costs

The FMP also provided a "Master Plan Probable Cost." According to the FMP, these costs include work in the following categories:

- Covered Areas (such as shade structures)
- Demolition
- Electrical Services
- Modernization
- Restrooms
- Site Utilities
- Site Work.

The costs for these sections are provided for each District school, and the total of these estimates is the Master Plan's probable cost for each site.

2.6 Specific School Ratings and Probable Costs

The facility condition index and “Master Plan Probable Cost” by site are shown in the tables below. The tables are categorized by grade levels served.

Table 2.1: Elementary Schools (TK-5th Grade and TK-8th Grade) Condition Ratings & Probable Costs

Elementary School Name	Condition Rating	Master Plan Probable Cost
Altadena Elementary	1.35%	\$ 62,069,311
Don Benito Elementary	10.13%	\$ 42,143,947
Field (Eugene) Elementary	10.63%	\$ 40,383,899
Hamilton Elementary	5.67%	\$ 47,449,188
Mary W. Jackson Steam Multilingual Magnet	4.56%	\$ 36,174,704
Longfellow Elementary	6.6%	\$ 55,916,249
Madison Elementary	9.4%	\$ 58,406,962
Norma Coombs Elementary	10.65%	\$ 30,249,919
San Rafael Elementary	13.06%	\$ 33,765,692
Sierra Madre Elementary	5.57%	\$ 51,407,870
Washington Elementary Stem Magnet	5.75%	\$ 54,579,771
Webster Elementary	11.47%	\$ 46,058,138
Willard Elementary	7.01%	\$ 54,398,791
McKinley (TK-8)	3.36%	\$ 119,663,181

The TK-5th grade elementary sites ranged from a facility condition top rating of 1.35% at Altadena Elementary School (pre-Eaton fire) to a low of 11.47% at Webster Elementary School. The most expensive TK-5th grade elementary Master Plan Probable Cost is at Altadena Elementary School, at over \$62 million, with Madison Elementary School and Longfellow Elementary School close behind, at estimated costs also in excess of \$55 million. Overall McKinley, which is a TK-8 campus, has the highest Master Plan Probable Cost on this list at over \$199 million.

Table 2.2: Middle Schools (6th-8th Grade) Condition Ratings & Probable Costs

Middle School Name	Condition Rating	Master Plan Probable Cost
Octavia E. Butler Magnet	6.94%	\$ 95,677,388
Sierra Madre Middle	2.88%	\$ 5,484,559
Blair HS	6.52%	\$ 137,570,216
Eliot MS	NA	NA

The middle school sites exclude Eliot Middle School, which was destroyed in the Eaton Fire and is expected to be rebuilt over the next few years. Also, Blair High School is a 6th through 12th grade campus, so, as seen here, the probable costs will be greater than those of other middle schools that do not host high school-level students. There is over \$90 million in probable cost differences between the 6th through 8th grade middle schools (Octavia E. Butler and Sierra Madre) on this list.

Table 2.3: High Schools (9th-12th Grade and 6th-12th Grade) Condition Ratings & Probable Costs

High School Name	Condition Rating	Master Plan Probable Cost
John Muir HS	9.58%	\$ 208,737,246
Pasadena HS	7.22%	\$ 84,729,394
Blair HS	6.52%	\$ 137,570,216
Thurgood Marshall	3.54%	\$ 120,472,144

Thurgood Marshall has the lowest condition rating at 3.54% and the second lowest Master Plan Probable Cost at \$120,472,144. John Muir High School has the highest condition rating at 9.58%. According to the PUSD Five-Year Facility Program Plan, several secondary schools have or will have significant construction performed on the campus:

Table 2.4: Secondary Schools Construction Budget and Status

School	Budget	Status
John Muir HS	\$64,485,852	Construction in process
Thurgood Marshall	\$23,785,842	DSA Plan Review and Approval
Pasadena HS	\$21,746,338	DSA Plan Review and Approval

The District’s Five-Year Facility Bond Program Plan may be found in Appendix E.

2.7 Data Limitations on the Facility Master Plan

Since the FMP was created in 2023, and as documented on the Facilities 5-Year Bond Program Plan, some improvements have been made or will be made soon to several sites, but the Master Plan Probable Cost has not been reduced to reflect this work. The District has a five-year (5) bond program plan that documents the sites that have been worked on and budgets for sites where work has not yet taken place. Also, when developing master plans, the scope of work can be influenced by site staff, and therefore, the estimated probable cost may partially reflect staff advocacy.

Estimated bond cost savings that may occur due to closure options can be found in the “Operating Savings” section of this report.

2.8 Analysis

This analysis section evaluates the specific closures and mergers that were provided to the SCAC as options.

2.8.1 Don Benito Elementary School to Willard Elementary School

Don Benito Elementary School has a facility rating of 10.13%, which is the fifth lowest amongst elementary schools. It also has a probable FMP cost of over \$42 million.

Willard Elementary School has a facility index rating of 7.01% and has identified probable FMP costs of over \$54 million.

2.8.2 Webster Elementary School to Longfellow Elementary School and Norma Coombs Elementary School

Webster Elementary School has a facility rating of 11.47%, the second highest amongst elementary schools. It also has a probable FMP cost of over \$46 million. Comparatively, Longfellow Elementary School has a facility condition rating of 6.6% (seventh best), and Norma Coombs Elementary School has a condition rating of 10.65% (third worst). The FMP probable costs for Longfellow Elementary School are nearly \$56 million, while Norma Coombs Elementary School has identified more than \$30 million of probable FMP costs.

According to the Facilities 5-Year Bond Program Plan, Webster Elementary School has a lower facility rating than the potential receiving school sites. Norma Coombs Elementary School received approximately \$2.9M in renovation work in the summer of 2025, and Longfellow Elementary School is scheduled to start approximately \$46M in renovation work in June of 2026.

2.8.3 Norma Coombs Elementary School to Webster Elementary School

Webster Elementary School and Norma Coombs Elementary School condition rating and FMP probable cost are listed above.

2.8.4 Eliot Middle School with McKinley (6-8)

Eliot Middle School was destroyed in the Eaton Fire, and the District is planning to rebuild the school in the next few years. McKinley (TK-8) has a facility condition rating of 3.36%, which is the second-best rating of an elementary school, but has also identified almost \$120 million in FMP probable costs, which is more than double that of any of the elementary schools, and also greater than any of the schools that serve only students in the 6th-8th grade.

2.8.5 McKinley (TK-5) to Hamilton Elementary School, Madison Elementary School, and Washington Elementary School

The condition rating for McKinley and FMP probable costs is listed above. The following table shows the condition rating and FMP probable cost for Hamilton Elementary School, Madison Elementary School, and Washington Elementary School.

Table 2.5: Hamilton ES, Madison ES and Washington ES Condition Rating and FMP Probable Cost

School	Condition Rating	FMP Probable Costs
Hamilton ES	5.67%	\$47,449,188
Madison ES	9.4%	\$58,406,962
Washington ES	5.75%	\$55,579,771

The receiving schools have a weaker facility condition rating than McKinley School. However, the FMP probable costs on each of these sites are less than half of the FMP probable cost for McKinley School.

2.8.6 Thurgood Marshall 9th – 12th to Pasadena High School

Thurgood Marshall has the highest condition rating among the secondary schools at 3.54%, with FMP probable cost exceeding \$120.4 million. Pasadena High School, which has a much larger campus, has a condition rating of 7.22% with approximately \$84.7 million in FMP costs.

2.8.7 Blair 9th – 12th to Pasadena High School and Blair 6th – 8th to Thurgood Marshall

Blair High School has a condition facility rating of 6.52% and a Master Plan probable cost of approximately \$137.5 million. Pasadena High School's data is listed above

2.8.8 Blair 9th – 12th to John Muir High School and Blair 6th – 8th to Octavia E. Butler Middle School

The data for Blair High School is listed above, and Octavia E. Butler Middle School has a condition rating of 6.94%, with over \$95.6 million in probable FMP costs identified.

2.8.9 Blair 9th – 12th to John Muir High School and Blair 6th – 8th to Octavia E Butler Middle School

The data for all of the schools listed in this option is included in the two previous options.

2.9 Findings

According to the FMP, the total FMP costs are nearly \$1.5 billion. This amount includes approximately \$613 million for elementary schools, \$316 million for middle schools, and \$551 million for high schools. <https://www.pusdplan.org/chapters/summary/#master-plan-cost-analysis>

There is no indication in the data reviewed that any of the schools currently serving PUSD students should be closed solely because of poor facility conditions. There are five (5) schools with a facility condition rating over ten percent (10%), but the District has a Facilities five-year Bond Program Plan that addresses some of PUSD's neediest schools. The District is also updating its FMP, which will help provide additional guidance to make the needed upgrades.

During the SCAC process, there was no claim of discriminatory practices regarding the distribution of facility monies, and an analysis of the District's FMP and the Facilities Five-Year Facility Program Plan found no evidence of such practices. For instance, in the FMP, a comparison of student needs across campuses and cohorts was based on student populations that included students with disabilities, socio-economically disadvantaged students, homeless, foster, and English Learner students. There is also a dashboard in the FMP that analyzes which facilities may need to be prioritized based on student needs and student population demographics.

Although the community has been very generous with the passage of Measure O in 2020 and Measure RR in 2024 (<https://www.pusd.us/departments/bond-and-parcel-tax>), with the current number of schools the District operates and an estimated cost of almost \$1.5 billion of facility work, it may be difficult for the District to stretch beyond maintenance work and limited improvements identified in the FMP. This could leave limited dollars to improve the District's facilities into "state of the art" learning environments, the District strives for.

3: The Operating Cost of a School and the Associated Savings

3.1 Description

School districts operate in accordance with many of the same economic principles that apply to most businesses, including the theory of economies of scale. In economic terms, the theory of economies of scale states that cost reductions occur when companies increase production, as fixed costs are spread over more units. The inverse is also generally true: costs per unit increase when companies reduce production, since the allocated fixed costs per unit increase.

In school districts, as student enrollment decreases, the cost per student increases, since the fixed costs of operating schools generally cannot be reduced in proportion to the decline in enrollment. This dynamic results in smaller schools operating at higher per-pupil costs than larger schools. It can create inequity in the distribution of per-pupil resources across schools in the same district. Fixed costs in schools include administrative, clerical, and various other support staff.

A typical estimate in savings for closing an elementary school is approximately \$500,000 in annual operating costs. Middle schools and high schools may generate greater savings. Since realized savings may be lower than estimated savings, this report takes a conservative approach to estimating savings. Also, this report focuses on operating costs, and not on any financial benefits that may result from leasing or selling District property. Although some savings will typically be generated when the District closes a school, the Attorney General recommends reviewing potential cost savings to ensure that savings do not include costs associated with serving students with high needs or disabilities. Regardless of the site they attend, these groups typically require additional resources to serve the general student population and are subsequently provided additional state and federal funding to partially mitigate these costs.

The PUSD organizes its budget according to the “Standardized Account Code Structure” required by the California Department of Education. When possible and reasonable, the District codes expenses to individual schools so that the District can track costs specific to a school. This report used estimated expenses provided by District staff as of April 2026. These estimates do not include potential cost increases in the coming years.

The general fund unrestricted tables below do not include funds directed toward high-needs students or those requiring special education and related services; this study does not count funds targeted at these populations as closure-related savings. As explained in more detail later in this section, the District will direct these funds to the intended students.

Since many general fund unrestricted positions would transfer to other sites, each site’s total general fund unrestricted expenditures do not represent the salary and benefit savings generated by closing the school. The positions below are typical of those that the District could reduce or eliminate.

- Principal
- Office Manager
- Office Clerk
- Some Custodial time
- Security

According to the California Department of Education, additional facility-related costs, like capital projects, student services, and essential operations, should be factored in when developing this metric. Therefore, this section of the EIA also includes bond related facility improvement costs, and how any potential school closure options could impact these costs.

3.2 Methodology and Data

Increased needs at receiving school sites could reduce savings. For instance, if, due to a larger enrollment at the receiving schools, the District adds vice-principals or increases other classified staffing, the savings would be reduced. However, the budget estimates below used the District-provided staffing ratios, and any increases in staffing for receiving schools were accounted for. This analysis is based on the FY 26 budget and position control reports provided by the District. The District has recently approved site budget cuts for next year, which could reduce some of the savings shown in this section. When the District updates the FY 27 budget and position control is updated into the financial system, this section will be updated to reflect the most current numbers.

Additional savings may be realized if the District merges schools and reduces instructional staff within the confines of approved staffing ratios, or if it reduces positions not accounted for in this analysis. However, until enrollment at each school site is determined, which will happen after open enrollment occurs, and it is confirmed which students will be attending what schools, further reductions are not guaranteed.

3.3 Analysis

3.3.1 Don Benito Elementary School

Operational Financial Benefit:

- The estimated annual operating savings are approximately \$708,456.

Table 3.1: Estimated Operating Savings

Description	Amount	Note
Instructional Media and Library	\$62,964	Duplicated at receiving school
Site Administration	\$367,608	Principal and Office Staff
Operations (Custodial)	\$191,149	40% savings (more possible)
Custodial Supplies	\$10,235	Assumes 50% savings
Utilities	\$30,000	Electricity, Water, Sewer, partial, estimated
Refuse Service	\$11,500	Duplicated at receiving school (50% savings)
Other Classified Salaries	\$35,000	Est. for Food Service, Child Dev., Gardening
Total Estimated Operational Savings	\$708,456	

The utility savings are dependent upon the future use of the building, and if the District uses the building for internal uses, the utilities may decrease, but not by the full amount estimated. Utility savings could also be greater.

A one-time cost would be incurred to train Don Benito Elementary School’s teachers to teach in the IB program. The cost would be between approximately \$20,000 and \$40,000.

Bond Program Benefit:

- The District would avoid a large expenditure of bond money.
 - \$6,800,000 for 2026 work (minus approximately \$350,000 in design cost already incurred, but possibly less).
 - \$24,170,478 savings for major renovations allocated for 2028.

Since the school is used for District programs and offices, although the total bond allocation is approximately \$30,970,478, it is estimated that at least half, or approximately \$15.3 million could be saved if Don Benito TK-5 students were not on the campus.

3.3.2 Webster Elementary School

Operational Financial Benefit:

- The estimated annual operating savings are approximately \$635,321.

Table 3.2: Estimated Operating Savings

Description	Amount	Note
Instructional Media and Library	\$29,600	Duplicated at the Receiving School
Site Administration	\$408,986	Principal and Office Staff
Operations (Custodial)	\$132,000	40% savings of Total Custodial Costs
Custodial Supplies	\$10,235	Assumes 50% savings
Utilities – (other programs in building)	\$25,000	Electricity, Water, Sewer, Waste Mgmt.
Refuse Service	\$4,500	50% Reduction
Other Classified Salaries	\$25,000	Est. for Food Service, Child Dev., Gardening
Total Operational Savings	\$635,321	

Bond Program Benefit:

- The District would avoid a large expenditure of bond money at Webster Elementary School.
 - Total current allocation for this campus is approximately \$29.94 million. Since Webster Elementary School students would no longer be on the campus, it is estimated that the bond budget could be reduced by at least twenty-five percent (25%), saving an estimated approximate \$7.5 million in bond funds.

Webster Elementary School’s students would also benefit from the completed and planned modernization of Longfellow Elementary School and Norma Coombs Elementary School. Modernization work at Longfellow Elementary School is scheduled for the summer of 2026 and

has an estimated cost of \$46,542,873. In the summer of 2025, Norma Coombs Elementary School received \$2,887,223 in renovation and utility work (source: Facilities 5-Year Bond Program Plan).

3.3.3 Norma Coombs Elementary School

Operational Financial Benefit:

- The estimated annual operating savings are approximately \$530,872.

Table 3.3: Estimated Operating Savings

Description	Amount	Note
Site Administration	\$392,005	Principal and Office Staff
Operations (Custodial)	\$103,632	40% savings of Total Custodial Costs
Custodial Supplies	\$10,235	Assumes 50% savings
Other Classified Salaries	\$25,000	Est. for Food Service, Child Dev., Gardening
Total Operational Savings	\$530,872	

Bond Program Benefit:

- Webster Elementary School has been allocated almost \$30 million for work that is scheduled to commence in the next few years. With this merger, the work would be utilized by more students.
- Norma Coombs Elementary School received \$2.9 million in renovation work in 2025. If the building were used as an early childhood education center, this work would be utilized by the early childhood students and staff.

3.3.4 McKinley (TK-5) and Middle School

Operational Financial Benefit:

This two-part option is to close McKinley (TK-5), and merge McKinley (6-8) with Eliot Middle School. Therefore, the estimated savings of annual operating expenses for Eliot Middle School, the less expensive option, is shown in Table 3.4 below. This is because McKinley School costs include expenses for both grades TK-5th and 6th-8th. It is reasonable and conservative to assume the savings would apply only to the less expensive staffing if McKinley School were closed.

The estimated operational savings of this merger are approximately \$727,901.

Table 3.4: Estimated Operating Savings

Description	Amount	Note
Instructional Media and Library	\$165,436	Duplicated at receiving school
Site Administration	\$552,465	Principal and Office Staff
Operations (Custodial)	\$0	Services may already be combined
Custodial Supplies	\$0	
Utilities	NA	Electricity, Water, Sewer, Waste Mgmt.
Other Classified Salaries	\$10,000	Food Service, Child Dev., Gardening, Security
Total Operational Savings	\$727,901	

Bond Program Benefit:

- If the McKinley School (TK-8) were closed, the District would avoid a large expenditure of bond money.
 - The current allocation for the campus is approximately \$6.08 million.
 - The building is an older two-story structure, and the Division of State Architects would require significant upgrades when the building is modernized, very likely including the installation of elevators.

When Eliot Middle School is rebuilt, all 6th-8th grade students would transfer to Eliot Middle School. The bond money savings are contingent upon the closure of McKinley (TK-5).

3.3.5 Move Thurgood Marshall (9th-12th only) to Pasadena High School

Operational Financial Benefit:

- The estimated annual operating savings are approximately \$873,573. These estimates are based on the District-provided staffing ratios.

Table 3.5: Cost Saving from Staffing Changes

Position	Current PHS/M FTE	FTE with Merger	Difference	Estimated Savings
Asst. Principals	6.0	4	2	\$335,706
Counselors	8.7	6.5	1.2	\$165,121
Athletic Dir.	0.2	0.2	0	\$29,103
ASB Bookkeeper	2.0	1	1	\$92,403
Sr. Clerk Typist	5.0	4	1	\$102,600
Security Officer	11	9	2	\$148,640
Total Operational Savings				\$873,573

This estimate is conservative, as there may be more efficiencies that staff can discover when the combined school staffing is reviewed, if a decision is made to move ahead with this merger. Staffing would be reduced only to the extent necessary to maintain sufficient staffing for Thurgood Marshall’s 6th through 8th grade program. For instance, a principal position as well as

two (2) assistant principal positions would remain at the site so there would be no reduction in services provided to the 6th-8th grade program.

Bond Program Benefit:

If Thurgood Marshall's 9th to 12th grade students were transferred to Pasadena High School, the District would very likely avoid a large expenditure of bond money, and the planned work at Pasadena High School could be appreciated by both schools' high school students. According to the five-year Facility Bond Plan, the District has allocated approximately \$24 million to Thurgood Marshall for athletic field, restrooms, water, sewer, storm drain, and electrical service. The restroom project is scheduled to start in the summer of 2026 at approximately \$3 million, and the required utility upgrades (water, sewer, storm drain, and electrical) will involve significant site work through the central courtyard. This work is estimated at \$8 million. Since under all scenarios, the school will remain open, all of this work is needed. The remaining balance is approximately \$15.8 million and is currently being evaluated for field and related scope by the internal steering committee and architectural team.

If Thurgood Marshall became a middle school serving grades 6th-8th, the campus would likely not need all the remaining \$15.8 million to renovate the field for use by middle school students. Although some field renovation would be needed, it is likely the District would save several million dollars in bond funds.

Also, in the next few years, Pasadena High School is scheduled to proceed with Pool Replacement and Restroom/Utility Upgrade projects totaling approximately \$21.7 million. Pool Project details would include pool equipment and ticket/concession buildings; swimming pool and equipment; shade structures; light poles; scoreboard; timing and competition equipment; and site improvements. The District is also seeking bids for Pasadena High School's Restrooms and Utility Upgrade Project, which will include water, sewer, storm drain, and electrical service. Restrooms will be renovated as well.

Summary of Benefits to the Bond Program

- District would likely save millions in bond dollars by reducing the athletic field work currently scheduled at Thurgood Marshall.
- Current construction scheduled for this summer would be appreciated by the 6th-8th grade students who would remain on the campus.
- The \$21.7 million of work scheduled for Pasadena High School (estimated to start in 2027) would be appreciated by both the Pasadena High School students and the Thurgood Marshall 9th-12th grade students.
- Thurgood Marshall students would have access to water sports, a football field, and a track.

3.3.6 Blair 9th-12th to Pasadena High School and Blair 6th-8th to Marhsall Middle School
Operational Financial Benefit:

- The estimated annual operating savings for this merger are approximately \$2,046,741.

Table 3.6: Estimated Operating Savings – Blair 9th-12th with Pasadena High School and Blair 6th-8th with Thurgood Marshall Middle School

Position	Current FTE	Needed FTE	Difference	Estimated Savings
Principal	3	2	1	\$255,842
Asst. Principals	8	6	2	\$335,706
Counselors	12.7	10	2.7	\$371,522
Athletic Dir.	2	1	1	\$29,103
ASB Bookkeeper	3	2	1	\$92,403
Secretary II	3	2	1	\$98,347
Registrar	3	2	1	\$92,422
Data Control Clerk	4	3	1	\$79,293
Sr. Clerk Typist	8	7	1	\$102,600
Security	15	12	3	\$148,640
Head Custodians	3	2	1	\$125,261
Custodians	27	25	2	\$145,602
Utilities (50%)	NA	NA	NA	\$170,000
Total Operational Savings				\$2,046,741

Bond Program Benefit:

- The renovation scheduled for 2029 at Blair High School would be reduced or avoided. The amount of this work is allocated at approximately \$35.5 million.
- District would likely save millions in bond dollars by reducing the athletic field work currently scheduled at Thurgood Marshall.
- The \$21.7 million of work scheduled for Pasadena High School would be enjoyed by both the Pasadena High School students, and the Thurgood Marshall and Blair 9th-12th grade students.

Table 3.7: Estimated Operating Savings – Blair 9th-12th with John Muir High School and Blair 6th-8th with Octavia E. Butler Middle School

Position	Current FTE	Required FTE	Difference	Estimated Savings
Principal	3	2	1	\$255,842
Asst. Principals	9	7	2	\$335,706
Counselors	14.5	12.5	2	\$275,202
Athletic Dir.	.4	.2	.2	\$29,103
ASB Bookkeeper	2	1	2	\$92,403
Secretary II	3	2	1	\$98,347
Registrar	3	2	1	\$92,422
Data Control Clerk	4	3	1	\$79,293
Senior Clerk Typist	7	6	1	\$102,200
Security	10	8	2	\$148,640
Head Custodian	4	3	1	\$125,261
Custodian	28	26	2	\$145,602
Utilities (50%)	NA	NA	NA	\$170,000
Total Operational Savings				\$1,950,021

Benefit to the Bond Program:

There would be a benefit to the bond program with this merger:

- In 2025 John Muir High School began receiving over \$64 million in major renovation work. This work could be utilized by more students.
- The renovation scheduled for 2029 at Blair High School would be reduced or avoided. The amount of this work is allocated at approximately \$35.5 million.
- Octavia E. Butler Middle School is scheduled for \$59.6 million in renovations in 2029. These upgrades would be appreciated by more students.

3.3.7 Blair 9th-12th to John Muir High School and 6th-8th to Thurgood Marshall (6th-8th)

Of the three (3) options for Blair High School, this option received the least amount of support from the SCAC and a detailed financial analysis was not created for this scenario. Since this scenario has part of the previous two (2) scenarios, the estimated operational savings will be similar. A detailed financial analysis will be provided to the Board if there is an interest in this scenario and when updated FY 2027 budget numbers are available from the District.

3.3.8 Other Programs

If a decision is made to close the school, there may be an opportunity for additional savings depending on contractual agreements and a further analysis of needed positions.

3.4 Findings

In summary, these three (3) schools’ closures could be reasonably estimated to generate operational savings in the general fund.

Table 3.9: Estimated Operational Saving by School Site

School	Estimated Amount
Don Benito ES	\$708,456
Webster ES	\$635,321
Norma Coombs ES	\$530,872
McKinley	\$727,901
Thurgood Marshall (9-12 only)	\$873,573
Blair HS to Pasadena HS (9-12) and Thurgood Marshall (6-8)	\$2,046,741
Blair HS to John Muir HS and Octavia E. Butler	\$1,950,021

There may also be ongoing savings in instructional costs. For example, additional cost reductions could be realized from more efficient class loading due to more students per grade level at each school, or from reduced travel time for itinerant staff.

These amounts do not include funds directed towards high-needs students or special education. None of the funds targeted at these populations are considered closure-related savings.

It is also important to note that any reductions in full-time equivalency employees (FTEs) do not necessarily mean that the existing employee’s employment will be terminated following any school’s closure. Generally, districts determine reductions in the workforce by seniority within the District. Furthermore, typical annual attrition may create continuing employment opportunities for many positions. **Most school districts have vacancies in classified positions, and reducing positions from the closure of schools may help the district fill some of these vacancies with experienced employees from the closed schools.**

Cost savings are estimated with June 30, 2025 to 2026 general fund staffing and budget amounts, which will change for the next school year. This analysis will be updated when the FY 27 staffing and budget numbers are available. The estimated savings do not include increased expenditures due to transportation or other related issues caused by the District operating larger schools. These factors will be better known once the District determines which schools (if any) are to be closed and after open enrollment, when it is determined which students will be attending what schools.

4: The Capacity of the Schools to Accommodate Excess Students

4.1 Description

According to Attorney General Bonta in his letter, “Guidance Regarding Laws Governing School Closures and Best Practices for Implementation in California, April 2023, it is incumbent upon the District to ensure adequate space in receiving schools when a school is considered for closure or consolidation. Receiving schools are selected based on proximity to the closing school and other logistical considerations, such as capacity at nearby schools, traffic patterns, and the condition of the school building. In District’s of Choice like PUSD, parents may opt to apply for their child to attend a different school, and not necessarily the school identified as the receiving school.

The Attorney General’s April 2023 letter also cautions districts to be aware that special day classes (SDC) serving high-needs students will impact school utilization. Specifically, the Attorney General states: “[d]istricts must avoid criteria penalizing school sites with special day classes, which can decrease the school’s enrollment or utilization numbers.” These classrooms can enroll only about half as many students as a general education classroom can accommodate. Therefore, it is imperative that the District be judicious in reassigning students to new schools and not discriminate against schools with lower utilization rates due to the presence of SDC classrooms. This analysis does not discriminate against lower-utilization schools that house SDC classes or other high-need programs. However, this study recognizes the high enrollment of special needs students at certain sites and the need to balance special education enrollment if schools are consolidated.

PUSD has an open enrollment policy, which means families can enroll at any school in the District that has capacity. In some cases, families choose the schools closest to their homes, but in PUSD, they very often choose another school for program considerations.

Each school’s capacity was taken from the District’s Facility Master Plan. The capacity number determines how much classroom space is being utilized and the amount of surplus capacity. Capacity numbers are essentially based on a loading standard multiplied by the number of classrooms, with some rooms reserved for specialty use. The loading standard is essentially the number of students that can be accommodated per classroom. The standard typically varies by grade level. For instance, the FMP uses the State loading standard of 27 students for high schools and 25 for TK-6. The State Loading Standards (27) for high schools is less than the PUSD standards (29.75). This results in understated capacity at high schools. For this section of the report, for John Muir High School and Pasadena High School, both receiving high schools, use the District standard to more accurately reflect the school’s capacity. Also, certain classrooms are not counted towards capacity. These classrooms include: specialty learning rooms such as art, music, STEM lab, science, learning center, etc. To account for these classrooms, the FMP reduced the classroom count at each school by twenty percent (20%).

4.2 Analysis

4.2.1 Proposed Schools' Enrollment and Receiving Schools' Capacity

The first step in this analysis is to review the projected enrollment for 2027-2028 at the schools proposed for closure at the end of the 2026-2027 school year. This number was taken from the TSS's school-by-school five-year (5) projection, which can be found in the appendix section of this report.

Table 4.1: Projected Enrollment at Potentially Closed Schools

Potential Closing Schools	Grades Served	2027-28 Projected Enrollment
Don Benito ES	TK-5	343
Webster ES	TK-5	228
Norma Coombs ES	TK-5	403
McKinley	6-8	190
McKinley	TK-5	268
Thurgood Marshall (HS)	9-12	780
Blair HS (6-8)	6-8	418
Blair HS (9-12)	9-12	473

Next, the proposed receiving schools are reviewed for their projected enrollment and capacity. The capacity numbers are from the District's FMP. These schools are listed in the table below:

Table 4.2: Potential Receiving Schools 2027-28 Enrollment and Capacity

Receiving Schools	Grades Served	2027-28 Projected Enrollment	Max Capacity**	Excess
Willard ES	TK-5	367	760	393
Longfellow ES	TK-5	484	760	276
Webster ES	TK-5	228	600	372
Norma Coombs ES	TK-5	403	500	97
Hamilton ES	TK-5	467	580	113
Madison ES	TK-5	416	620	204
Washington ES	TK-5	372	940	568
Thurgood Marshall*	6-8	729	1,793	1,064
Octavia E. Butler MS	6-8	515	1,123	608
John Muir HS**	9-12	1,305	1,698	393
Pasadena HS	9-12	1,034	2,330	1,296

*This enrollment is 6th-8th and Thurgood Marshall can only expand as a middle school if the high school students are moved to Pasadena High School

**High School Capacity numbers were updated based on District loading factors and classrooms at John Muir that can be used but are not counted in the FMP

4.3 Don Benito Elementary School

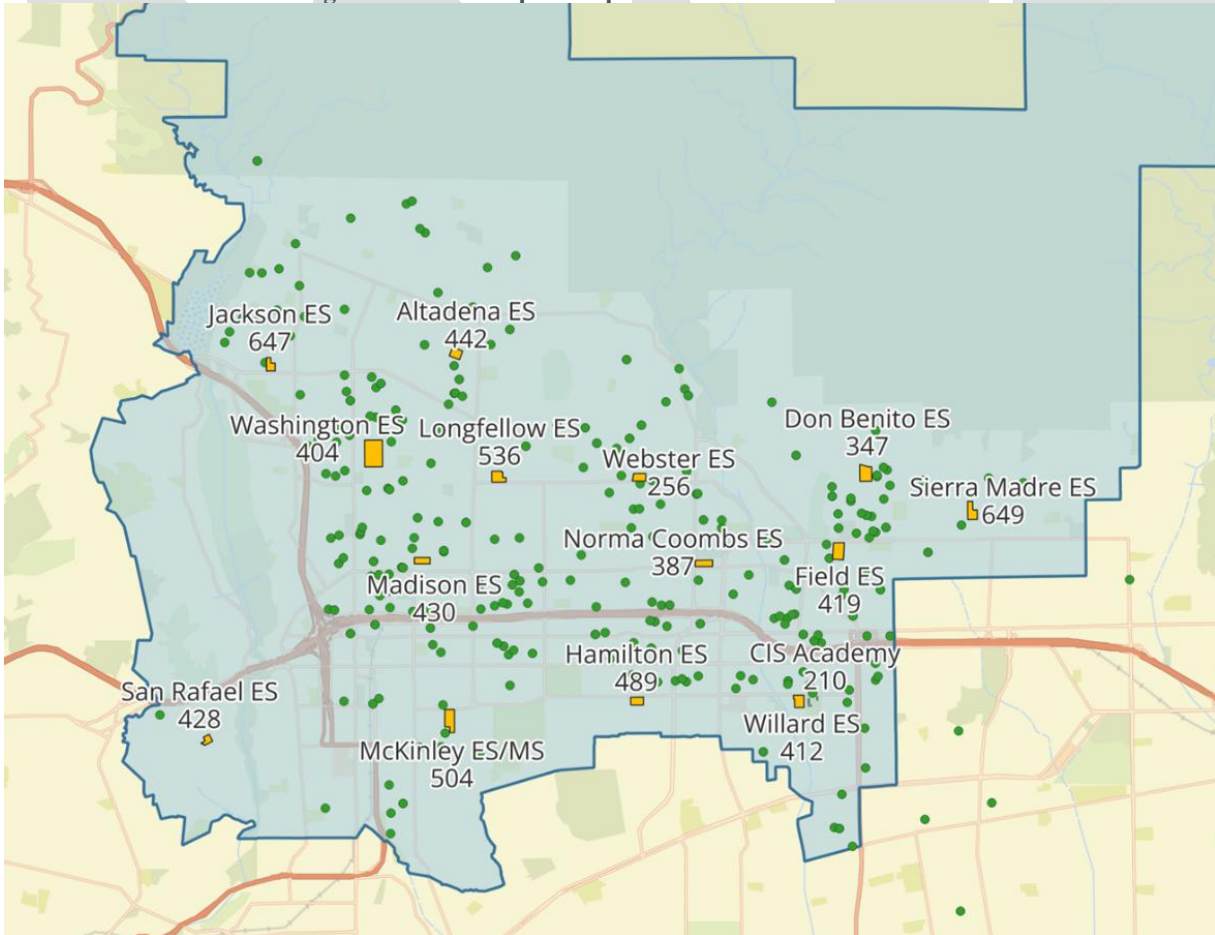
4.3.1 Potential Receiving School Capacity: Willard Elementary School

Table 4.3: Closing and Receiving Schools, Projected Enrollment, and Capacity

Potential Closed School	2027-28 Projected Enrollment	Potential Receiving School	2027-28 Projected Enrollment	Projected Combined Enrollment	Receiving School Capacity
Don Benito ES	343	Willard ES	367	710	760

Willard Elementary School has a capacity for 760 students and a projected enrollment of 367 in 2027-28, leaving an excess capacity of 393 students. Don Benito Elementary School’s projected enrollment for 2027-28 is 343, so there is sufficient capacity at Willard Elementary School if all of Don Benito Elementary School’s projected students transferred to Willard Elementary School .

Figure 4.1: Scatter plot map of Don Benito ES students



4.4 Webster Elementary School

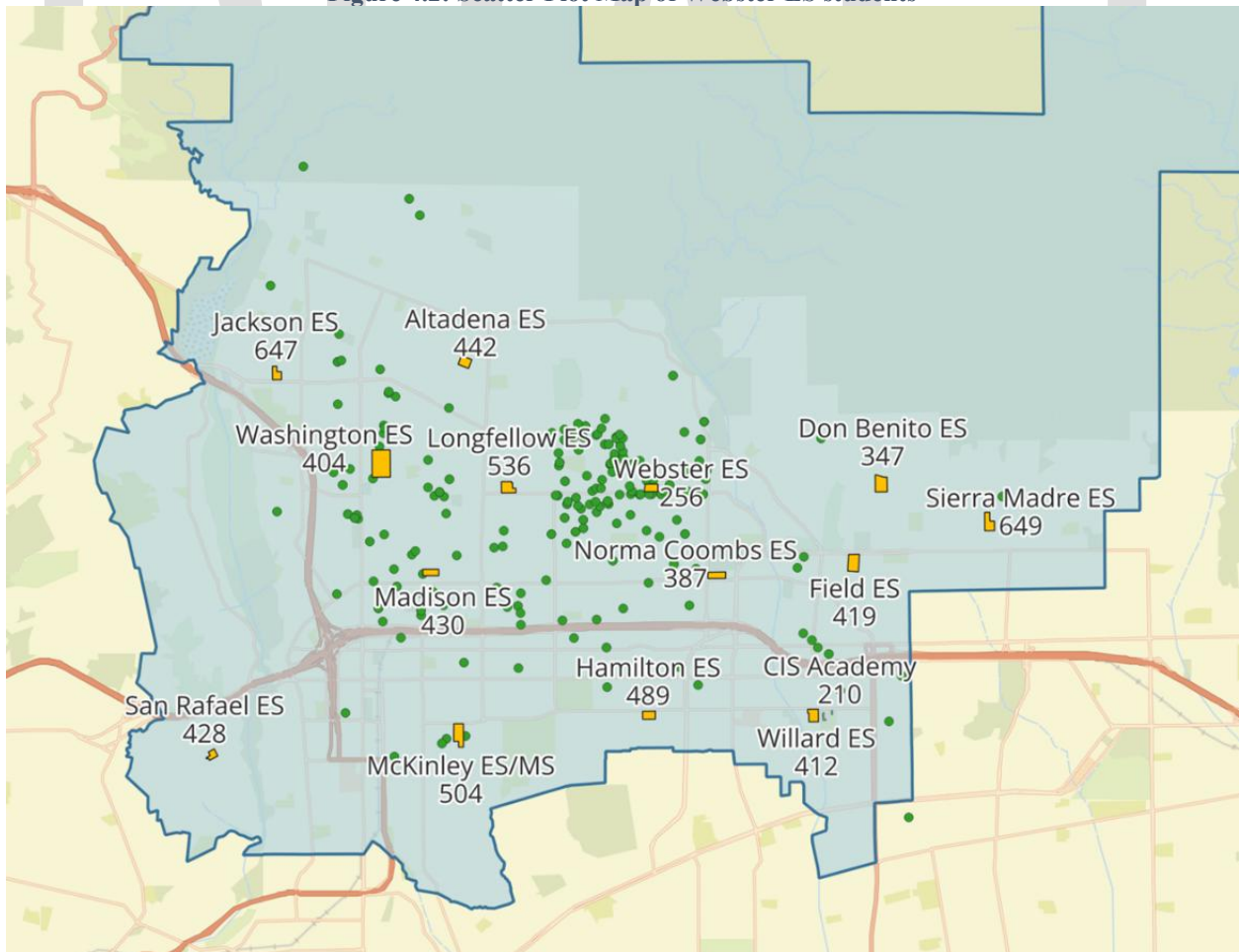
4.4.1 Potential Receiving Schools Capacity: Longfellow Elementary School and Norma Coombs Elementary School

Table 4.4: Closing and Receiving Schools, Projected Enrollment, and Capacity

Potential Closed School	2027-28 Projected Enrollment	Potential Receiving School	2027-28 Projected Enrollment	Projected Combined Enrollment	Receiving School Capacity
Webster ES	138 (partial)	Longfellow ES	484	622	760
Webster ES	90 (partial)	Norma Coombs ES	403	493	500

Longfellow Elementary School and Norma Coombs Elementary School have a combined capacity of 1,260 students and a projected enrollment of 887 in 2027-28, leaving an estimated excess capacity of 373 students. Webster Elementary School’s projected enrollment for 2027-28 is 228, so there is sufficient capacity at Longfellow and Norma Coombs Elementary Schools if all of Webster Elementary School’s projected students transferred to Longfellow and Norma Coombs Elementary Schools.

Figure 4.2: Scatter Plot Map of Webster ES students



4.5 Norma Coombs Elementary School

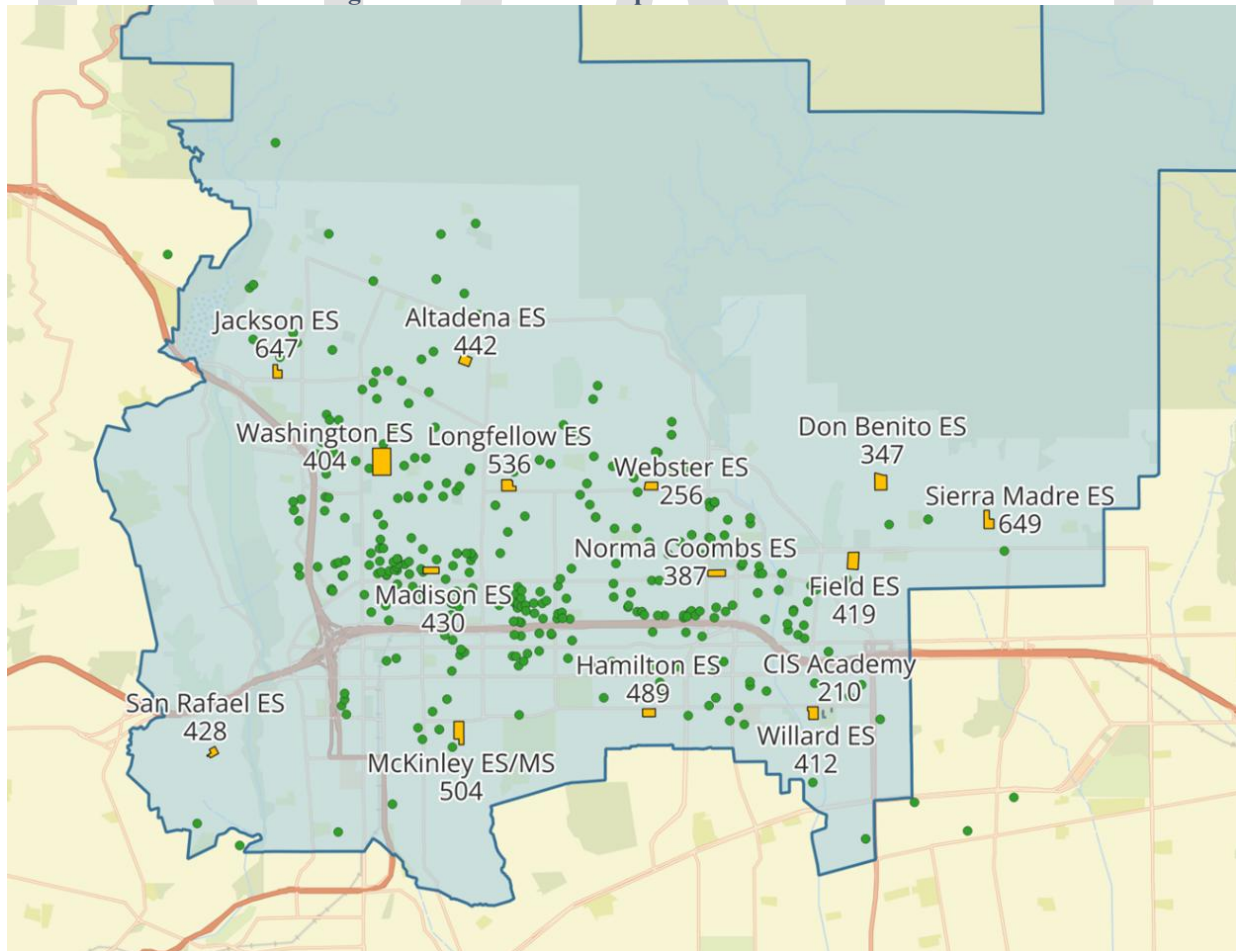
4.5.1 Potential Receiving School Capacity: Webster Elementary School

Table 4.5: Norma Coombs ES and Webster ES, Projected Enrollment, and Capacity

Potential Closed School	2027-28 Projected Enrollment	Potential Receiving School	2027-28 Projected Enrollment	Projected Combined Enrollment	Receiving School Capacity
Norma Coombs ES	403	Webster ES	228	631	600

Webster Elementary School has a capacity for 600 students and a projected enrollment of 228 in 2027-28, leaving an estimated capacity deficit of 31. Staff reported that the capacity listed in the Facility Master Plan does not include three (3) classrooms installed after the plan was published, so Webster Elementary School would have room for all projected Norma Coombs Elementary School’s students. There are currently some programs utilizing classroom space at Webster Elementary School, and those programs may need to be evaluated for possible relocation if this merger is approved.

Figure 4.3: Scatter Plot Map of Webster ES students



4.6 McKinley (6-8)

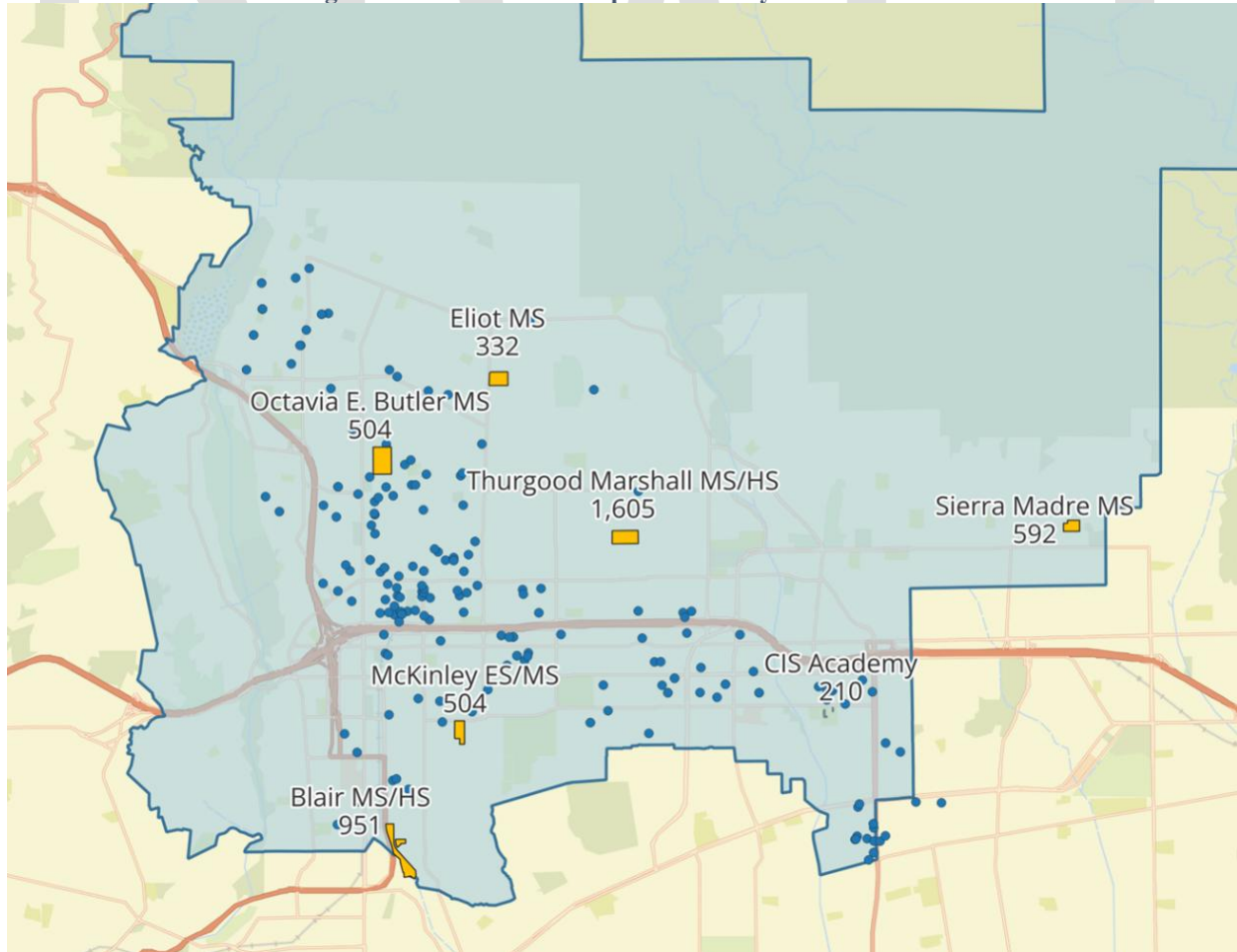
4.6.1 Potential Receiving School Capacity: Eliot Middle School

Table 4.6: McKinley (6-8) and Eliot Middle School, Projected Enrollment, and Capacity

Potential Closed School	2027-28 Projected Enrollment	Potential Other Merged School	2027-28 Projected Enrollment	Projected Combined Enrollment	Receiving School Capacity
McKinley	190 (6-8 only)	Eliot MS	361	551	NA

Due to the Eaton Fire, Eliot Middle School students are currently attending school on the McKinley (6-8) campus. The new Eliot Middle School campus is not yet constructed and will need to be constructed with sufficient capacity for the McKinley 6th-8th students, with the knowledge that some of the McKinley (6-8) students may choose an option that is closer to where their family resides.

Figure 4.4: Scatter Plot Map of McKinley 6th-8th students



4.7 McKinley (TK-5)

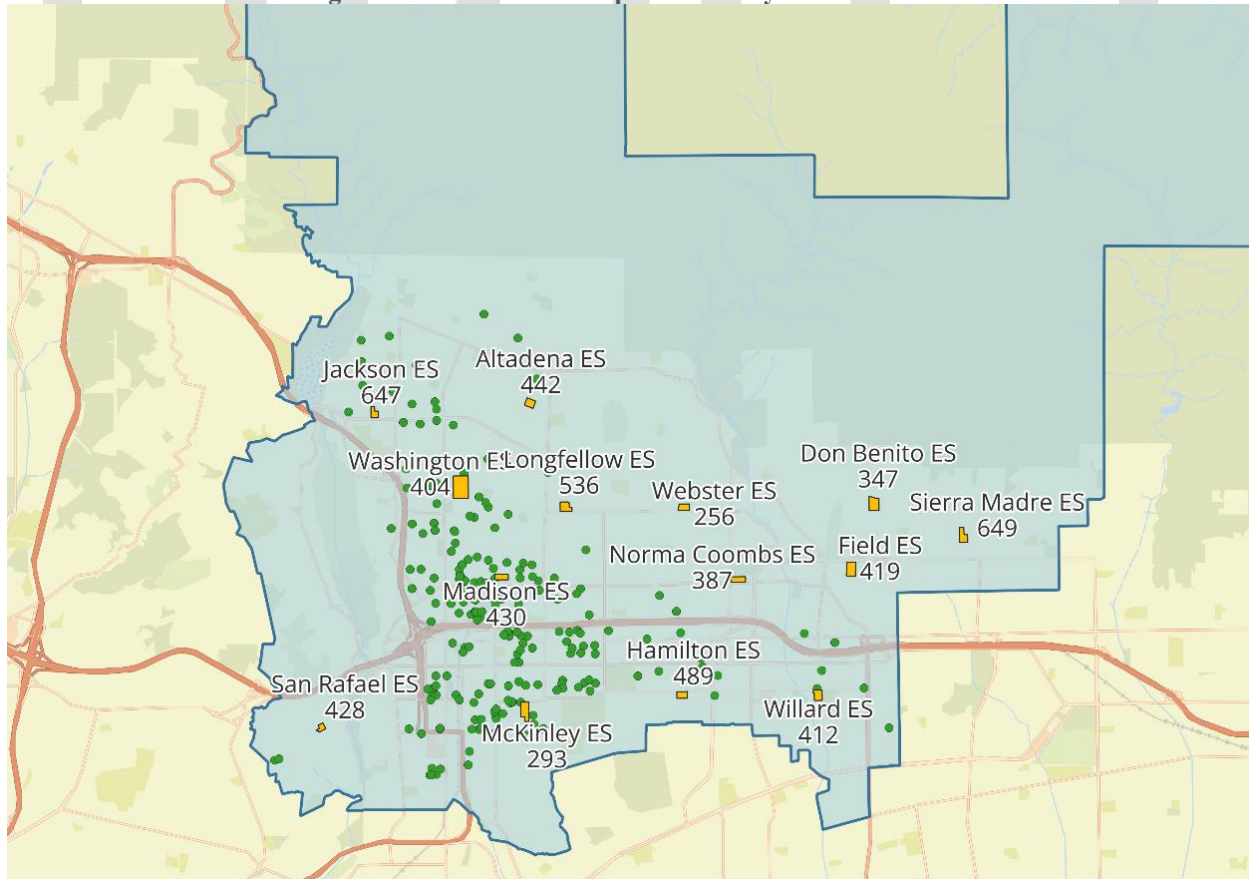
4.7.1 Potential Receiving Schools Capacity: Hamilton Elementary School, Madison Elementary School and Washington Elementary School

Table 4.7: Merging Schools, Projected Enrollment, and Capacity

Potential Closed School	2027-28 Projected Enrollment	Receiving Schools	Receiving Schools 2027-28 Projected Enrollment	Projected Combined Enrollment	Receiving Schools Capacity
McKinley	268	Hamilton ES, Madison ES, Washington ES	1,255	1,523	2,140

If McKinley (TK-5) were to close, its students could be absorbed by the three (3) identified receiving schools. Hamilton Elementary School and Madison Elementary School do not have the capacity to absorb all of McKinley School’s 268 students, but they can enroll students up to their capacity. Washington Elementary School has a capacity for 568 additional students.

Figure 4.5: Scatter Plot Map of McKinley TK-6 Students



4.8 Thurgood Marshall (9th-12th)

4.8.1 Pasadena High School

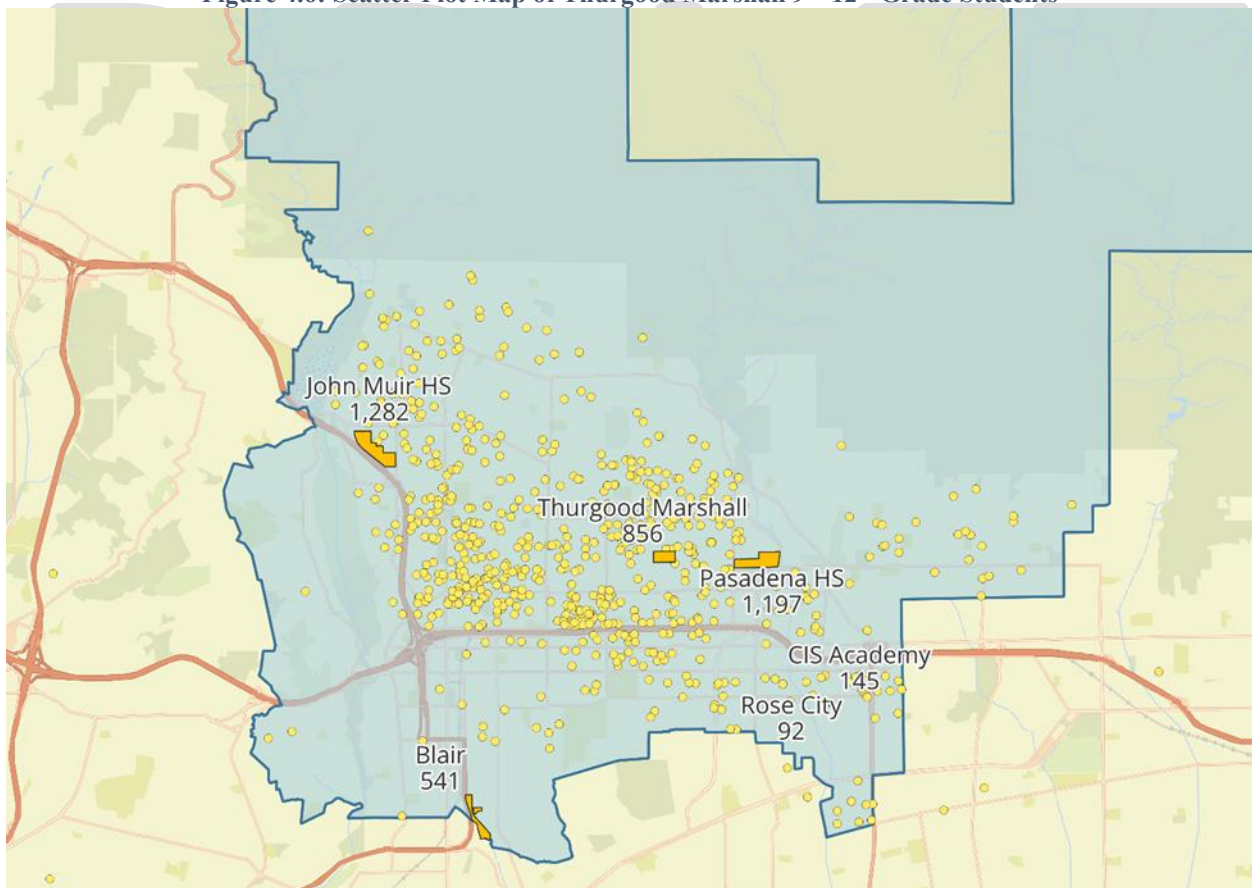
Potential Receiving School Capacity: Pasadena High School

Table 4.8: Closing and Receiving Schools, Projected Enrollment, and Capacity

Potential Merged (9-12) School	2027-28 Projected Enrollment	Potential Receiving School	2027-28 Projected Enrollment	Projected Combined Enrollment	Receiving School Capacity
Marshall	780	Pasadena HS	1,034	1,814	2,330

If Thurgood Marshall converted from a 6th-12th grade school to a 6th-8th grade school, its high school students would be transferred to Pasadena High School, which is a very large campus and has capacity for 2,330 students.

Figure 4.6: Scatter Plot Map of Thurgood Marshall 9th-12th Grade Students



4.9 Blair High School

4.9.1 Pasadena High School and Thurgood Marshall Middle School

Potential Receiving Schools Capacity: Thurgood Marshall (6th-8th) and Pasadena High School

Table 4.9: Closing and Receiving Schools, Projected Enrollment, and Capacity

Potential Closed School	2027-28 Projected Enrollment	Potential Receiving School	2027-28 Projected Enrollment	Projected Combined Enrollment*	Receiving School Capacity
Blair HS (6-8)	418	Marshall MS	729	1,147	1,605
Blair HS (9-12)	473	Pasadena HS	1,814	2,287	2,330

*The projected high school enrollment at Pasadena High School includes both Marshall and Blair High School students.

The projected enrollment of Blair 9th-12th in 2027-28 is only 473. These students, along with Thurgood Marshall’s projected enrollment, would be able to enroll at Pasadena High School. This scenario is an option only if Thurgood Marshall High School students moved to Pasadena High School, and room is made available at Thurgood Marshall for Blair 6th-8th students. Also, Thurgood Marshall’s capacity without its 9th-12th students is significant and could absorb all of Blair’s 6th-8th students. As shown above, Thurgood Marshall has ample capacity to absorb 6th-8th Blair High School students if Thurgood Marshall High School students are moved to Pasadena High School

4.9.2 Octavia E. Butler Middle School and John Muir High School

Potential Receiving Schools Capacity: Octavia Butler Middle School and John Muir High School

Table 4.10: Closing and Receiving Schools, Projected Enrollment, and Capacity

Potential Closed School	2027-28 Projected Enrollment	Potential Receiving School	2027-28 Projected Enrollment	Projected Combined Enrollment	Receiving School Capacity
Blair HS (6-8)	418	Octavia E. Butler MS	515	938	1,123
Blair HS (9-12)	473	John Muir HS	1,305	1,778	1,698

Although this scenario was slightly favored by the SCAC over the above scenario, the combined projected enrollment of Blair 9th-12th and John Muir High School exceeds John Muir High School's capacity, indicating that additional classroom space would be needed before this merger could take place. Given the existing capacity at John Muir High School, this option is inefficient from a facility perspective.

4.9.3 John Muir High School and Thurgood Marshall Middle School

Potential Receiving Schools Capacity: Thurgood Marshall Middle School and John Muir High School

Table 4.11: Closing and Receiving Schools, Projected Enrollment, and Capacity

Potential Closed School	2027-28 Projected Enrollment	Potential Receiving School	2027-28 Projected Enrollment	Projected Combined Enrollment	Receiving School Capacity
Blair HS (6-8)	418	Marshall MS	729	1,147	1,605
Blair HS (9-12)	473	John Muir HS	1,305	1,778	1,698

This scenario received the fewest SCAC votes of the three (3) Blair High School closure options presented to the SCAC. It has the same challenge as the above scenario due to the capacity of John Muir High School. Thurgood Marshall has ample capacity for this scenario if the Thurgood Marshall high school students are moved to Pasadena High School, which will free up capacity at Thurgood Marshall.

Figure 4.7: Scatter Plot Map of Blair HS 6th-8th Students

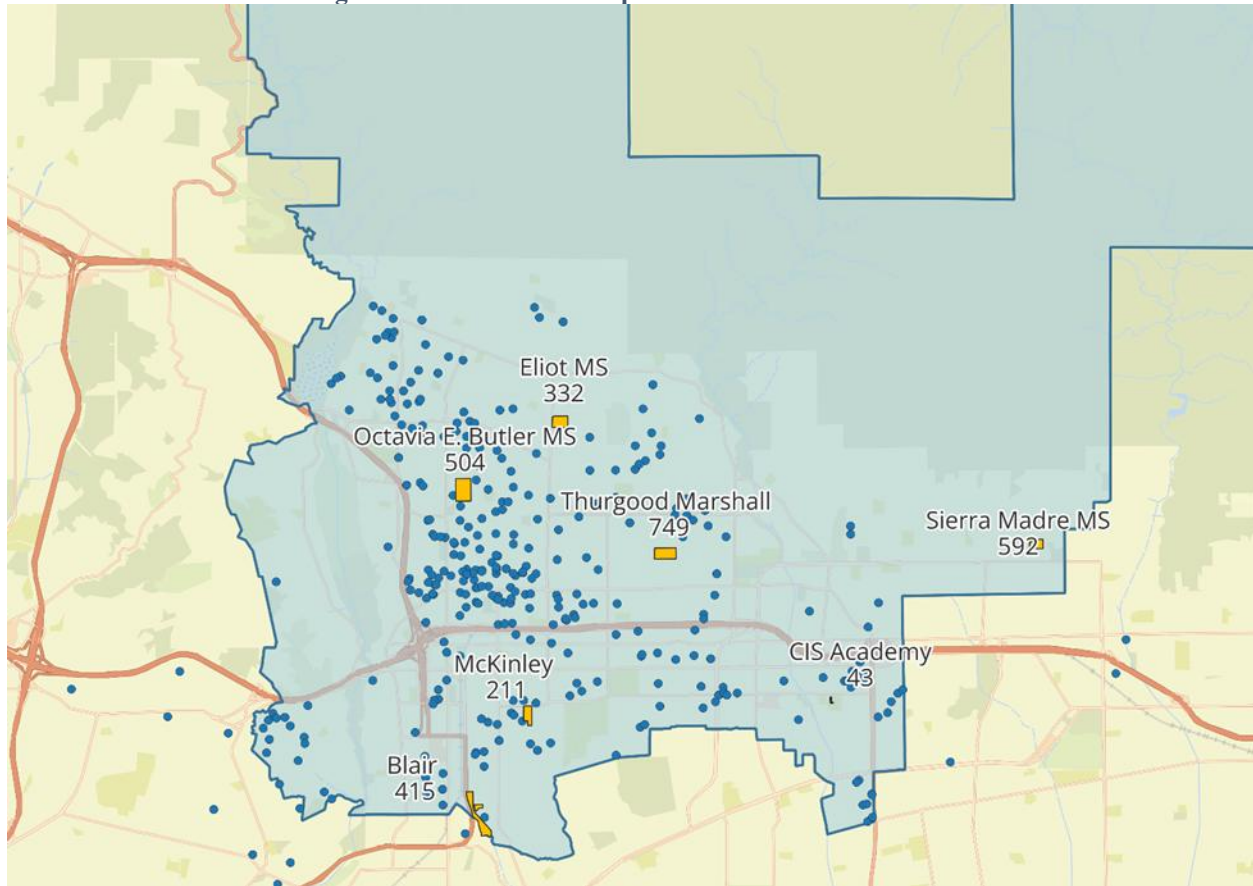
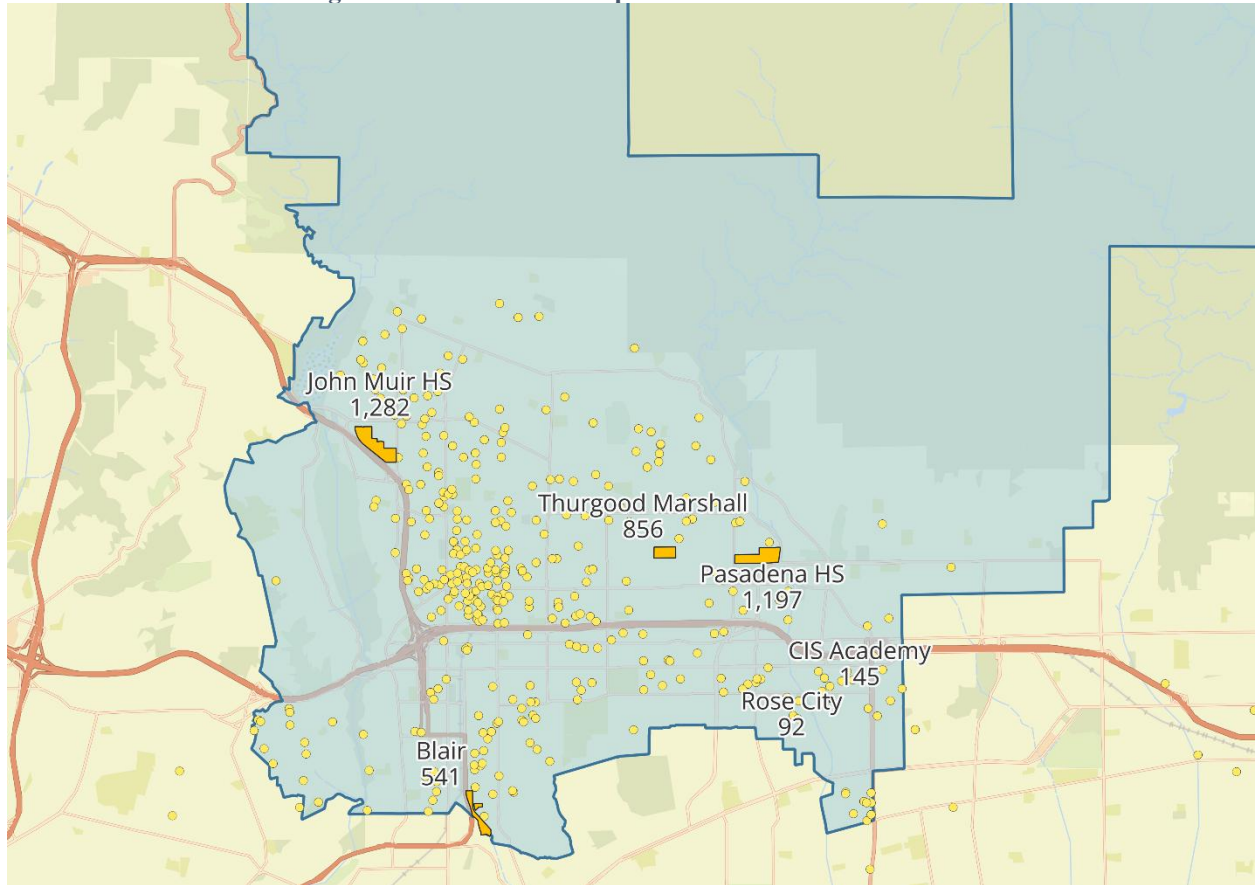


Figure 4.8: Scatter Plot Map of Blair HS 9th-12th Students



5: Availability and Transferability of Special Programs

Under AB 1912, districts are required to evaluate whether special programs offered at schools being considered for closure or consolidation will be provided at the same current or enhanced level at the schools to which students will be diverted. According to Attorney General Bonta in his Guidance Regarding Laws Governing School Closures and Best Practices for Implementation in California, April 2023, this includes consideration of specialized academic programs, after-school and enrichment opportunities, language pathways, and services for students with disabilities or other specialized needs that may require customized facilities, staffing, or instructional supports. A key consideration is whether students reassigned through consolidation will experience equal or improved access to educational opportunities, interventions, and support services. In many cases, larger receiving schools may be better positioned to sustain and expand specialized programming through increased enrollment, staffing stability, and broader scheduling flexibility, potentially allowing students to benefit from a wider range of rigorous coursework, enrichment opportunities, and targeted supports than may be feasible at smaller enrollment levels.

In determining which PUSD school programs and students will be the most effective and least disruptive to transfer, the following potential options will be reviewed:

- Moving students and programs from Don Benito Elementary School to Willard Elementary School.
- Moving students and programs from Webster Elementary School to Longfellow Elementary School and Norma Coombs Elementary School.
- Moving students and programs from Norma Coombs Elementary School to Webster Elementary School.
- Moving students and programs from McKinley (6-8) to Eliot Middle School.
- Moving students and programs from McKinley (TK-5) to Hamilton Elementary School, Madison Elementary School, and Washington Elementary School.
- Moving students and programs from Thurgood Marshall 9th – 12th to Pasadena High School.
- Moving students and programs from Blair 9th – 12th to Pasadena High School and moving Blair 6th – 8th Middle School students and programs to Thurgood Marshall 6th – 8th Middle School.
- Moving Blair 9th – 12th students and programs to John Muir High School and moving Blair 6th – 8th Middle School students and programs to Octavia E. Butler Middle School.
- Moving Blair 9th – 12th students and programs to John Muir High School and moving Blair 6th – 8th students and programs to Thurgood Marshall Middle School.

Further, analysis will be provided for each scenario regarding any site-specific special programs that serve the needs of the school's specific student populations at each school considered for closure and whether those programs will continue to be available at the receiving schools.

The information provided in the following sections was extracted from the following sources:

- sarconline.org
- PUSD.us
- Scores.cifss.org
- Ibo.org

5.1 Comparison of Programs at Don Benito Elementary School and Willard Elementary School

Don Benito Elementary School provides a comprehensive enrichment model designed to support academic achievement, leadership development, and whole-child learning. School-based enrichment opportunities include choral music and classroom-based art and science enrichment, supported by docent programs that utilize dedicated Art Studio and Science Lab spaces. Additional specialized programming includes STEAM learning opportunities, Lego/Robotics Club, Chess Club, and after-school performing arts offerings.

Willard Elementary School provides a specialized instructional model centered on the International Baccalaureate (IB) Primary Years Programme, which promotes inquiry-based learning, global awareness, and future readiness. As an IB World School, Willard Elementary School offers a distinctive educational pathway that matriculates into secondary IB opportunities within the District. In addition to its core instructional model, Willard Elementary School provides expanded learning and enrichment opportunities through after-school programs.

Don Benito Elementary School's students would benefit from access to Willard Elementary School's International Baccalaureate framework, which promotes inquiry-based learning, global awareness, and a clearly defined academic experience aligned with future readiness.

Willard Elementary School's existing programs would be strengthened by Don Benito Elementary School's focus on leadership development and character education. The merged school would have the opportunity to provide a more robust, well-rounded educational environment that integrates rigorous academics with enrichment, intervention, and whole-child development while also improving class-size ratios and teacher collaboration. Ultimately, this alignment of programs and resources would create a more cohesive, future-focused learning experience that better prepares students academically, socially, and globally.

5.2 Comparison of Programs at Webster, Longfellow, and Norma Coombs Elementary Schools

The movement of students and programs in this comparison supports the District's goal of creating future-facing students by combining Longfellow Elementary School's Spanish dual-language immersion program and rigorous, real-world learning approach with Webster Elementary School's Armenian dual-language immersion program, with a focus on creativity, innovation, and cultural awareness. Together, these programs would prepare students with critical thinking, collaboration, and global competencies needed for long-term success.

Overall, the merger would provide students with greater access to high-quality magnet opportunities, expanded academic opportunities, and a more clearly defined, future-ready educational experience. Longfellow Elementary School students would benefit from access to the Armenian Language Program. This merger would complement Longfellow Elementary School's Cross-Cultural Magnet Learning Theme.

Some students at Webster Elementary School may prefer to attend Norma Coombs Elementary School. Webster Elementary School students would benefit from access to Norma Coombs Elementary School's established, high-performing academic environment that emphasizes inquiry-based learning, critical thinking, and creative problem-solving in a nurturing, community-focused setting. At the same time, Webster Elementary School's strengths—such as its STEAM lab, performing arts programs, world language opportunities, and strong focus on cultural responsiveness and inclusion—could be transferred to either receiving school and would enhance and expand the educational offerings available to all students.

5.3 Comparison of Programs at Norma Coombs Elementary School and Webster Elementary School

As part of the District's prior school consolidation planning process, a recommendation was made to expand access to early childhood education by developing a single-level school facility better suited to accommodate preschool programming and young learners. Because Norma Coombs Elementary School is a one-level campus, the site offers a logical opportunity to expand preschool access and align the facility with early childhood programming. Repurposing the Norma Coombs Elementary School site for preschool services may increase equitable access to early learning opportunities for families across the District, particularly for students who benefit from early intervention and school readiness supports. In this context, consolidating elementary enrollment at Webster Elementary School may better align District facilities with long-term instructional priorities while preserving student-centered educational access.

Transferring Norma Coombs Elementary School students to Webster Elementary School has the potential to expand access to instructional opportunities, enrichment, and student support. A merged school community would provide students with access to Webster Elementary School's established STEAM, visual and performing arts, music, and language opportunities alongside the student-centered instructional practices and emphasis on creativity, critical thinking, and student voice reflected at Norma Coombs Elementary School. The consolidation of programs may allow students to benefit from a broader, more sustainable range of academic and enrichment opportunities that support the whole child than may be feasible at lower enrollment levels, helping ensure equitable access to engaging, well-rounded educational experiences that support both academic achievement and social-emotional development.

Consolidation may also strengthen the District's ability to enhance grade-level collaboration among teachers and expand academic interventions and enrichment opportunities. Teachers would be able to collaborate, share best practices, and provide more consistent, high-quality instruction across classrooms. Increased teacher collaboration can support stronger instructional consistency,

data-informed practices, and coordinated student supports, particularly for English learners, students with disabilities, and students requiring targeted intervention.

The merger of the Webster Elementary School and Norma Coombs Elementary school communities may also strengthen teaching and support for students. Teachers would be able to collaborate, share best practices, and provide more consistent, high-quality instruction across classrooms. With combined resources and enrollment, the school could offer more academic support, enrichment, and stable class sizes. Just as importantly, the strong sense of community and family involvement from both schools would come together to create a supportive environment designed to prepare students for long-term success in middle school and beyond.

5.4 Comparison of Programs at Eliot Middle School and McKinley (6-8)

Merging the McKinley (6-8) students into the new Eliot Middle School campus may provide all students with access to modern learning environments designed to support arts integration, including specialized facilities, artist-in-residence instruction, a wider selection of electives and after-school programs, technology, and student engagement. Contemporary facilities may improve instructional delivery through specialized classrooms, performance and creative spaces, technology-enabled learning environments, and flexible intervention settings that better support academic achievement and student belonging.

Combining enrollment may create a larger, more sustainable student body capable of supporting a broader range of electives, conservatories, and exploration opportunities than either school could sustain independently. Students may benefit from expanded arts, media production, technology, language, and interdisciplinary learning experiences that align with adolescent interests and improve student engagement. The integration of McKinley's (6-8) Youth Cinema Project and Immersive Storytelling Academy with Eliot Middle School's conservatory model may create distinctive pathways in digital media, film, storytelling, and visual arts that strengthen both creativity and academic relevance.

The merger may create stronger opportunities to integrate Eliot Middle School's arts-based instructional model with McKinley's (6-8) culturally responsive storytelling and media production programs. Students may experience deeper project-based learning that connects literacy, history, science, technology, and the arts through authentic, real-world applications. These instructional approaches may increase student motivation, strengthen communication and critical thinking skills, and create more meaningful educational experiences. It could also increase early exposure to college and career pathways in creative industries, digital media, communication, performance, and technology. Students may leave middle school with clearer pathways into high school academies, arts programs, career technical education, and future college or workforce opportunities, helping connect middle school learning to long-term goals.

A consolidated middle school may allow the District to utilize staffing and resources more strategically to strengthen academic intervention, enrichment, and acceleration. Larger enrollment may support expanded Response to Intervention (RTI), intervention electives, counseling, English

learner supports, and specialized academic programs. Students performing below grade level may benefit from more coordinated intervention systems, while advanced learners may gain increased access to honors, accelerated, or specialized arts pathways.

5.5 Comparison of Programs at McKinley (TK-5), Hamilton Elementary School, Madison Elementary School, and Washington Elementary School

Closing McKinley TK-5 and reassigning students to Hamilton, Madison, and Washington Elementary Schools would provide increased resources for integrated student support, expanded learning opportunities and programmatic benefits aligned with the Board Goals of efficiency, cost savings, and future readiness. Students would gain access to a broader range of high-quality programs, including STEM-focused, arts-integrated, and enrichment opportunities that promote critical thinking, creativity, and collaboration. Consolidating resources would strengthen instruction by enabling better alignment among staff, materials, and support services, while also expanding access to counseling, enrichment, and family engagement programs. In addition, the receiving schools' emphasis on leadership, real-world learning, and college and career readiness ensures students will be better prepared for future success.

5.6 Comparison of Programs at Thurgood Marshall 9th – 12th and Pasadena High School

5.6.1 Academic

At Thurgood Marshall, the AP Capstone program serves 50.7% of students or 433 students in forty-two (42) sections of AP classes. At Pasadena, there are fifty-six (56) AP sections of AP classes and 562 students participating. By combining the schools, there would be nearly 1,000 students in AP classes, allowing more sections to be offered and potentially more course options. AP courses, which are often underenrolled, could become viable single sections. For example, if AP Studio Art enrolls only eight (8) students at each school and is thus combined with an Advanced Art class, combining the two (2) schools could double enrollment and, therefore, allow for a stand-alone class focused on the AP Studio Art curriculum. This could also apply to AP Music Theory, AP Calculus AB/BC, and AP Computer Science, as these are typically very small classes.

Students would have access to French and Mandarin, which are not available at Thurgood Marshall, thus expanding language options. It would include access to AP Spanish Literature, which is also not offered at Thurgood Marshall.

Students would benefit from Pasadena High School's extensive Advanced Placement and dual-enrollment opportunities and from its established college and career academies, which provide clear, structured pathways to postsecondary success. At the same time, Thurgood Marshall's strengths—including its Academy for Creative Industries (ACI), strong arts focus, robust AP offerings, and extensive partnerships with higher education and industry—would further enrich and expand these opportunities for all students.

Beyond Advanced Placement expansion, a combined high school enrollment would likely strengthen the overall master schedule and improve access to specialized coursework that may otherwise be difficult to sustain independently. Increased enrollment may reduce scheduling conflicts that can limit student participation in Advanced Placement, visual and performing arts, dual enrollment, athletics, and career pathway courses simultaneously. Courses that are traditionally vulnerable to under-enrollment—including advanced mathematics, upper-level sciences, specialized arts, and world language pathways—may become more sustainable and consistently available. From an educational equity perspective, this expanded scheduling flexibility may provide students with greater access to rigorous, personalized academic pathways aligned to their interests and postsecondary goals.

Instrumental music programs would benefit from the merger by combining recently reduced resources, thus allowing for the continuation of beginning and intermediate band programs.

The merger would result in a more cohesive and clearly defined high school experience, where students have access to a wider range of rigorous coursework, career pathways, arts programs, and extracurricular activities within a single campus. Ultimately, this unified approach would better prepare students to graduate as academically prepared, socially aware, and future-focused individuals ready for college, career, and civic life.

A consolidated high school may also strengthen the District’s ability to provide coordinated academic and student support systems. Increased program scale may support expanded access to academic intervention, tutoring, college advising, English learner supports, counseling, mental health services, and specialized instructional programs for students with disabilities. Larger, more sustainable enrollment may also expand dual enrollment opportunities, career technical education pathways, internship experiences, and industry partnerships, helping students pursue clearer, more connected pathways to college, career, and civic life.

5.6.2 Athletics

Combining the athletic programs at Thurgood Marshall and Pasadena would significantly expand access to a full range of CIF sports by addressing gaps in current offerings at each campus; specifically, flag football, lacrosse, water polo, and wrestling. Where one school may not field a team due to low participation or limited resources, a combined program would allow students to participate in sports that are currently unavailable to them. This would also mitigate proposed cuts to lower levels of sports, thus allowing for the continued growth of programs at multiple levels of competition.

A unified program would also strengthen team viability by creating more stable roster sizes, reducing the likelihood of canceled seasons or limited competition schedules. Shared coaching expertise, facilities, and funding could improve program quality and provide more equitable student-athlete experiences.

From an equity perspective, the merger would enhance access to both girls’ and boys’ sports. Girls’ programs—often more vulnerable to under-enrollment—would benefit from combined rosters that

sustain teams in sports like golf, water polo, or wrestling. At the same time, boys' programs would see expanded participation opportunities by reducing cuts in high-demand sports and increasing the number of competitive levels (e.g., JV and varsity). Overall, the consolidation supports more balanced and equitable access aligned with Title IX expectations.

Consolidating Thurgood Marshall High School students at Pasadena High School may expand equitable access to rigorous coursework, specialized academic pathways, arts programming, athletics, and student supports in ways that may be difficult to sustain independently at declining enrollment levels. By strengthening program viability, reducing barriers to participation, and expanding opportunities for students to engage in advanced academics, career pathways, and extracurricular experiences, the merger may provide students with equal or enhanced educational access. Importantly, consolidation may also help preserve comprehensive programming over time, reducing the risk of future program reductions and ensuring students continue to benefit from a broad, high-quality educational experience.

5.7 Comparison of Programs at Blair 9th – 12th and Pasadena High School and Blair 6th – 8th with Thurgood Marshall Middle School

5.7.1 High School Academic Benefit

This consolidation would offer a full spectrum of rigorous coursework, including fifty-three (53) Advanced Placement sections, CTE pathways, and the IB program currently at Blair High School. With a larger student body, more classes would meet enrollment thresholds, allowing students greater choice in electives, world languages, STEM pathways, and arts programs. These expanded opportunities support both college-bound students and those pursuing career pathways. It would also improve access to tutoring and credit recovery. Students would thus benefit from greater scheduling flexibility, more academic choices, and more support resources.

In addition to expanded access to Advanced Placement, IB, and Career Technical Education pathways, a combined high school enrollment would likely strengthen the overall master schedule and improve long-term program sustainability. With increased enrollment, more specialized electives and advanced coursework would consistently meet enrollment thresholds, reducing the likelihood of course cancellations and improving access to upper-level STEM, world languages, visual and performing arts, and specialized academic pathways. Increased scheduling flexibility may also reduce conflicts that can limit participation in rigorous coursework, arts, athletics, or intervention supports simultaneously, allowing students to pursue multiple interests and personalized pathways aligned to their postsecondary goals.

A larger, more diverse student population would foster stronger peer collaboration, broader perspectives, and greater opportunities for academic engagement. Larger cohorts may strengthen honors, accelerated, intervention, and enrichment sections, allowing instruction to be more effectively differentiated to meet diverse student needs. Consolidation may also enhance access to tutoring, academic intervention, college advising, counseling, English learner services, and specialized supports for students who require additional assistance, thereby improving educational access for historically underserved student groups.

5.7.2 High School Athletic Benefit

A merged student body would increase participation, making it easier to field full teams at all levels (freshman, JV, varsity) across a wider range of sports. It would also allow for a more balanced offering of boys' and girls' teams, helping ensure compliance with equity goals.

The consolidation would also allow for more efficient use of athletic funding, which has been reduced District-wide. This would also mitigate potential cuts to lower levels of sports, allowing programs to continue growing across multiple levels of competition.

Merging Blair High School with Pasadena High School would create a more robust and sustainable high school experience. Academically, students would benefit from expanded course offerings, stronger academic and social-emotional supports, increased scheduling flexibility, and clearer pathways to college and career readiness. Athletically, the merger would enhance team viability, expand participation opportunities, and improve program quality. Overall, consolidation may provide students with equal or enhanced access to rigorous academics, enrichment, extracurricular activities, and student support in ways that may become increasingly difficult to sustain independently during periods of declining enrollment.

5.7.3 Middle School Academic Benefit

Merging Blair High School and Thurgood Marshall Middle School programs would strengthen academics by expanding rigorous course offerings (especially access to IB), improving student support, enhancing course availability, and concentrating resources. A merged middle school program may also improve educational continuity and strengthen preparation for rigorous high school pathways. Expanded access to IB instructional practices—including inquiry-based learning, interdisciplinary instruction, and global perspectives—may better prepare students for future participation in Advanced Placement, IB, and college preparatory coursework at the high school level. Larger enrollment may also create stronger peer cohorts for honors, accelerated mathematics, intervention, and enrichment opportunities that may be difficult to sustain independently. It would also consolidate the funding for instructional materials and needed facility improvements. An added benefit is that Thurgood Marshall students would benefit from the instructional practices of the IB-trained teachers regardless of their participation in the IB program.

Students would also have access to expanded elective opportunities, increased scheduling flexibility, and a broader range of exploratory experiences in the arts, STEM, languages, and enrichment programming. Larger enrollment may improve the sustainability of electives that are often vulnerable to cancellation at smaller schools, ensuring more consistent access to well-rounded educational experiences. Students would thus benefit from greater scheduling flexibility and more academic choice. The overall effect is a more comprehensive, sustainable, and equitable middle school program that expands access to rigorous academics, instructional supports, and enrichment opportunities while strengthening preparation for high school and beyond.

5.8 Comparison of Programs at Blair 9th – 12th and John Muir High School and Blair High School 6th – 8th with Octavia E. Butler Middle School

5.8.1 Programmatic Benefit:

Academic – Blair High School and John Muir High School

Merging Blair High School with John Muir High School may preserve and expand access to rigorous academic programming while improving long-term program sustainability. Blair High School students would continue to have access to the IB continuum, health careers programming, and dual-language opportunities, while gaining expanded access to John Muir High School’s Early College program, career academies in engineering, media, and business, and established internship and work-based learning opportunities. Consolidation may uniquely position students to access both IB and Early College pathways within a single comprehensive high school setting, increasing opportunities for advanced academic preparation and postsecondary success.

Expanded enrollment may also strengthen the master schedule and improve the long-term viability of specialized coursework, which can become vulnerable to cancellation at lower enrollment levels. A larger student population may support additional Advanced Placement, upper-level STEM, world language, visual and performing arts, and elective offerings while reducing scheduling conflicts that often limit students’ ability to participate simultaneously in rigorous academics, athletics, arts, intervention, or career pathways. This increased scheduling flexibility may allow students to pursue more personalized and comprehensive educational experiences aligned to their interests and goals.

Students would also have access to expanded course opportunities. Larger enrollments would support more advanced classes, and more electives would become viable. Advanced STEM classes could be offered, and the world language course options would expand. Students would thus benefit from greater scheduling flexibility and more academic choice.

Extracurricular and co-curricular academic opportunities may also expand through consolidation. Students may gain broader access to academic enrichment programs such as robotics, debate, Model United Nations, Academic Decathlon, engineering, entrepreneurship, and media production. Participation in these activities is associated with increased school connectedness, college readiness, and student engagement and may be particularly beneficial for students who have historically experienced limited access to enrichment opportunities.

Students would ultimately be provided with strengthened and expanded academic opportunities, increased college readiness, expanded career exploration opportunities, and improved resource allocation.

Athletics – Blair High School and John Muir High School

Combining Blair High School and John Muir High School athletic programs would create a more comprehensive and sustainable athletics system by unifying partial sport offerings across both schools. Students would gain access to a broader selection of CIF sports, particularly when one

campus currently lacks the numbers or resources to field a team. This would ensure that student interest—rather than site limitations— would drive participation opportunities.

Stable participation levels may also reduce inequities in extracurricular access caused by under-enrollment or program instability. Students may benefit from more reliable opportunities to participate in athletics regardless of prior school size or available resources, helping ensure access is determined by student interest and readiness rather than campus limitations.

The combined program would improve roster stability and competitiveness, enabling more consistent scheduling and stronger league participation. It would also allow for more efficient use of coaching staff and facilities, potentially enhancing the overall quality of the athletic experience. This would also mitigate the projected financial cuts to lower levels of sports, thus allowing for the continued growth of programs at multiple levels of competition.

In terms of equity, this merger would increase access for both girls and boys. For girls, combining programs would help ensure viable team sizes in sports that may otherwise be unavailable or inconsistent, expanding participation in areas like lacrosse, tennis, or wrestling. For boys, it could alleviate overcrowding in high-demand sports by increasing roster capacity and would offer more levels of play. The result would be a more inclusive athletics system in which all students have fair access to participate, develop, and compete.

[Academic - Blair High School \(6-8\) and Octavia E. Butler Middle School](#)

Merging Blair High School's 6th-8th grades with Octavia E. Butler Middle School may create a more comprehensive and rigorous academic program by combining complementary instructional models and expanding equitable access to specialized programming. Blair High School's IB Middle Years Program and Octavia E. Butler Middle School's strengths in STEAM, dual-language immersion, and project-based learning may provide students with broader access to interdisciplinary, inquiry-based instruction that strengthens critical thinking, collaboration, and problem-solving skills. The Middle Years Program may also operate as an expanded IB cohort, increasing access to rigorous instructional experiences for students who may not have previously participated in the program.

Expanded enrollment may also strengthen the master schedule and improve access to honors, accelerated mathematics, intervention, and enrichment opportunities that are often difficult to sustain independently at smaller enrollment levels. Increased scheduling flexibility may support expanded electives, world languages, visual and performing arts, and exploratory coursework, allowing students to participate in a broader range of academic experiences while reducing barriers created by scheduling conflicts.

Consolidation may also strengthen academic outcomes by strategically aligning instructional resources, highly qualified staff, intervention systems, and student support. Increased collaboration among educators may improve instructional consistency, curriculum alignment, and data-informed practices to better support English learners, students with disabilities, and students requiring targeted academic intervention. Expanded access to counseling, tutoring, enrichment, and

differentiated instructional supports may help improve educational outcomes across diverse learner groups.

The merger may also strengthen educational continuity between middle and high school by better preparing students for participation in advanced coursework, including International Baccalaureate, Advanced Placement, dual enrollment, and career pathway opportunities available at the secondary level. From an equity perspective, consolidation may improve access to rigorous academics and enrichment opportunities that may otherwise be limited by declining enrollment and fragmented resources.

5.9 Comparison of Programs at Blair 9th – 12th and John Muir High School and Blair High School 6th – 8th with Thurgood Marshall Middle School

The benefits of merging Blair 9th-12th with John Muir are listed in above Section 5.8.

The benefits of merging Blair 6th-8th grades with Thurgood Marshall MS are outlined in above Section 5.7.3.

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6: Environmental Factors

6.1 Description

In the April 11, 2023, letter from the Attorney General regarding “Guidance Regarding Laws Governing School Closures and Best Practices for School Districts”, the Attorney General states:

“Districts must be mindful of the environment surrounding a school. Since a school opened, the city may have changed zoning laws and added environmental hazards like new freeways or polluting industries. Environmental factors can significantly affect education quality, but districts should be aware that communities of color in California have been targeted for the placement of polluting industries. Districts should ensure that closure plans, as a whole, do not disparately impact these communities and should work collaboratively to find the community-accepted balance of harm mitigation and considerations for environmental health and safety.”

According to the California Department of Education’s Best Practice Guide for Potential School Closure, regarding Environmental Factors:

“the schools the board chooses to remain open must be located in safe environments. Identifying environmental/safety concerns for each site is essential because a school’s surroundings may have changed since it was first opened. Zoning may have changed to allow a wider range of businesses to move into the area that may pose safety concerns (e.g., liquor stores, air-polluting manufacturers, industries that produce or store toxic chemicals) or there might be new environmental hazards (e.g., gas pipelines, high-voltage power lines, fuel storage tanks, freeway on-ramps, airport runway extensions) that now compromise the safety of students at a school”

6.2 Analysis

The potential school closures outlined in this report identify existing PUSD schools as receiving schools. These schools have been operating at their current sites for many years and can be reasonably considered safe environments. When rebuilt, Eliot Middle School is the only new receiving school referenced in this document. When this school is rebuilt, it will be required to meet all applicable environmental standards, be approved by the California Department of Education and the Division of State Architects, and be inspected by the local fire department before occupancy is permitted.

There are major highways that run through the City of Pasadena and have been there for decades. These highways include:

- The Foothill Freeway (Interstate 210): The primary east-west route connecting Pasadena to the San Fernando Valley and the San Gabriel Valley.
- The Pasadena Freeway (State Route 110): The historic route connecting Pasadena to downtown Los Angeles.

According to the Beacon Economics 2014 report “A BRIEF OVERVIEW OF THE CITY OF PASADENA’S ECONOMY”, Pasadena, California, is predominantly a suburban and commercial city with no major heavy manufacturing, chemical plants, or oil refineries.

6.3 Findings

Based on the foregoing, there are no known environmental factors that would significantly affect the consolidation of the potentially closed schools into the existing receiving schools. According to the South Coast Air Quality Management District, pollution in Pasadena is largely regional.

More information on the South Coast Air Quality Management can be found on their website: <https://www.aqmd.gov>

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7: Balance of Pupil Demographics

7.1 Description

According to AB 1912, Section 1, under newly added Education Code Section 41329, subdivision (a)(1)(A)(ii)(F), the balance of pupil demographic subgroups, including pupils' race and ethnicity, disability, English learner status, and foster and homeless youth status, must be considered before closing a school and when reassigning pupils to a new school. This analysis determines whether the decision to close or consolidate will disproportionately affect any particular ethnic or subgroup, and whether the benefits of the reorganization outweigh any potential negative demographic impact.

Demographic information included in this section of the report is taken from the fall of 2026 District demographic data as reported to the state. This data is reported to the California Basic Educational Data System, commonly known as CBEDS. CBEDS data is submitted to the state in October, and since the report is required by all Districts at the same time, it is valid for comparisons between districts and also for longitudinal studies. It contains several types of information about each school in the District, including district- and school-level demographic information. This data is publicly available from the state via the California Department of Education's DataQuest website (<https://dq.cde.ca.gov/dataquest>).

7.2 Analysis

7.2.1 District Demographic Data

California tracks both district-level and state-level demographic information (see <https://www.cde.ca.gov/ds/ad/dataquest.asp> for more details). This information includes enrollment by subgroup and by ethnic group. To maintain enrollment data consistency, this data must be reported annually to the state in the same week in October. The data used in this section of the report is the most recent publicly available information from the 2025-26 school year. At that time, the District enrolled 13,228 students. This enrollment includes students who do not attend District schools (such as specialized programs for special education) and students enrolled in alternate schools, but not independent charter schools.

7.2.2 Enrollment by Subgroup

The state has created categories of subgroups to identify students from backgrounds that may lead to greater challenges at school compared to peers who do not belong to these subgroups. The state requires districts to pay special attention to these subgroups and provides additional funding to meet their needs. These subgroups include:

- English Learners
- Foster Youth
- Homeless Youth
- Migrant Education
- Students with Disabilities

- Socioeconomically Disadvantaged Youth

The table below lists the subgroup names on the left, along with the number of students and the percentage for each subgroup to the right.

7.3 District and State Comparisons

Table 7.1: PUSD Enrollment by Subgroups

Subgroup	Enrollment	Percentage
English Learners	1,558	11.8%
Foster Youth	92	0.7%
Homeless Youth	366	2.8%
Migrant Education	3	0%
Students with Disabilities	2,156	16.3%
Socioeconomically Disadvantaged	8,314	62.9%
All Students*	13,228	100%

*Since some students qualify for more than one category and, in some cases, no category, the sum of the subgroups does not equal “all students.”

Compared to the state, PUSD has a slightly lower percentage of English Learners. Students with disabilities are identified at a greater percentage in PUSD than the state average, and the remaining subgroups are within one (1) percent (1%) of the state numbers.

Table 7.2: PUSD and State Enrollment Percentages by Subgroups

Subgroup	State	PUSD
English Learners	16.6%	11.8%
Foster Youth	0.5%	0.7%
Homeless Youth	4.0%	2.8%
Migrant Education	0.9%	0
Students with Disabilities	15%	16.3%
Socioeconomically Disadvantaged	63.6%	62.9%

* Non-Charter School Enrollment

7.3.1 Enrollment by Ethnicity

The state also tracks students by several categories of ethnic groups, which are listed on the right side of the table below. PUSD is an ethnically diverse district, with the largest percentage of students identifying as either Hispanic or Latino, then White, then African American.

Table 7.3: PUSD Enrollment by Ethnic Group

Ethnic Group	Enrollment	Percentage
African American	1,219	9.2%
American Indian or Alaska Native	26	0.2%
Asian	792	6.0%
Filipino	263	2.0%
Hispanic or Latino	7,575	57.3%
Pacific Islander	14	0.1%
White	2,299	17.4%
Two or More Races	801	6.1%
Not Reported	239	1.8%
Total	13,228	100.0%

Compared to statewide percentages, PUSD has significantly higher percentages of African American students (almost double) and lower percentages of Asian students. Other ethnic groups are within approximately 2%.

Table 7.4: PUSD and State Enrollment Percentages by Ethnic Group

Ethnic Group	State	PUSD
African American	4.5%	9.2%
American Indian or Alaska Native	0.4%	0.2%
Asian	10.9%	6.0%
Filipino	2.3%	2.0%
Hispanic or Latino	56.4%	57.3%
Pacific Islander	0.4%	0.1%
White	18.9%	17.4%
Two or More Races	4.9%	6.1%
Not Reported	1.2%	1.8%

* Non-Charter School Enrollment

7.4 Don Benito Elementary School

The receiving school for Don Benito Elementary School is Willard Elementary School.

7.4.1 Comparison to Receiving Schools: Willard Elementary School

If Don Benito Elementary School is closed, students will be provided the opportunity to enroll at Willard Elementary School. Given the District's open enrollment policy, it is likely that at least some families will choose a different school for their child to attend; for the purpose of this study, all of Don Benito Elementary School's students will be assigned to Willard Elementary School.

The table below compares the subgroups by number and percentage at each school:

Table 7.5: Receiving Schools Percentage by Subgroup

Subgroup	Don Benito ES		Willard ES	
	Enrollment	Percentage	Enrollment	Percentage
English Learners	21	6.1%	71	17.2%
Foster Youth	1	0.3%	1	0.2%
Homeless Youth	14	4.0%	12	2.9%
Migrant Education	0	0.0%	0	0%
Students with Disabilities	77	22.2%	92	22.3%
Socioeconomically Disadvantaged	183	52.7%	272	66%

Don Benito Elementary has a small percentage and number of English Learners, and eighty-nine (89) fewer students with disadvantaged backgrounds. If the two (2) schools merged, the number of students identified with disabilities would be 169.

The table below compares the subgroups by number and percentage at each school.

Table 7.6: Receiving Schools Percentage by Ethnic Group

Subgroup	Don Benito ES		Willard ES	
	Enrollment	Percentage	Enrollment	Percentage
African American	31	8.9%	30	7.3%
American Indian or Alaska Native	0	0.0%	0	0%
Asian	19	5.5%	19	4.6%
Filipino	9	2.6%	15	3.6%
Hispanic or Latino	176	50.7%	257	62.4%
Pacific Islander	0	0.0%	0	0%
White	74	21.3%	61	14.8%
Two or More Races	30	8.6%	23	5.6%
Not Reported	8	2.3%	7	1.7%
All Students	347	100%	412	100%

7.4.2 Analysis

The percentages of special education students at both schools are above the district average, totaling 169 students. If this merger were to take place, the District would need to review special education program placements and balance programs across school sites that do not have as high a percentage of special education students.

7.5 Webster Elementary School

The receiving schools for Webster Elementary School are Longfellow Elementary School and Norma Coombs Elementary School.

7.5.1 Comparison to Receiving Schools: Longfellow Elementary School and Norma Coombs Elementary School

If Webster Elementary School is closed, students will be provided the opportunity to enroll at Longfellow Elementary School and Norma Coombs Elementary School. Given the District's open enrollment policy, it is likely that at least some families will choose a different school for their child to attend. For the purpose of this study, all of Webster Elementary School's students are assigned to Longfellow Elementary School and Norma Coombs Elementary School.

The table below compares the subgroups by number and percentage at each school.

Table 7.7: Receiving Schools Percentage by Subgroup

Subgroup	Webster ES		Longfellow ES		Norma Coombs ES	
	Number	Percent	Number	Percent	Number	Percentage
English Learners	46	18.0%	79	14.7%	51	13.2%
Foster Youth	1	0.4%	0	0.0%	0	0.0%
Homeless Youth	9	3.5%	13	2.4%	4	1.0%
Migrant Education	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities	70	27.3%	58	10.8%	91	23.5%
Socioeconomically Disadvantaged	203	79.3%	384	71.6%	265	68.5%

Webster Elementary School (70 and 27.3%) and Norma Coombs Elementary School (91 and 23.5%) have higher percentages of students with disabilities than the District average.

The table below compares the subgroups by number and percentage at each school.

Table 7.8: Receiving Schools Percentage by Ethnic Group

Subgroup	Webster ES		Longfellow ES		Norma Coombs ES	
	Number	Percent	Number	Percent	Number	Percentage
African American	15	5.9%	65	12.1%	53	13.7%
American Indian or Alaska Native	0	0.0%	0	0.0%	2	0.5%
Asian	3	1.2%	4	0.7%	16	4.1%
Filipino	5	2.0%	4	0.7%	2	0.5%
Hispanic or Latino	103	40.2%	392	73.1%	230	59.4%
Pacific Islander	1	0.4%	3	0.6%	0	0.0%
White	107	41.8%	37	6.9%	55	14.2%
Two or More Races	16	6.3%	25	4.7%	23	5.9%
Not Reported	6	2.3%	6	1.1%	6	1.6%
All Students	256	100%	536	100%	387	100%

Longfellow Elementary School has a much larger Hispanic or Latino population than the other two schools. Webster Elementary School’s White population is significantly larger than that of the other two schools.

7.5.2 Analysis

Based on the above data, there is no apparent disproportionate effect based on ethnic groups if Webster Elementary School is merged with Longfellow Elementary School and Norma Coombs Elementary School. ***Both Webster Elementary School and Norma Coombs Elementary School have a high percentage of students with disabilities, and if Webster Elementary School were to close, the District would need to review special education program placement and balance the programs at other school sites that do not have as high a percentage of special education students.***

7.6 Norma Coombs Elementary School

The receiving school for Norma Coombs Elementary School is Webster Elementary School.

7.6.1 Comparison to Receiving School: Webster Elementary School

If Norma Coombs Elementary School is closed, students will be provided the opportunity to enroll at Webster Elementary School. Given the District's open enrollment policy, it is likely that at least some families will choose a different school for their child to attend; for the purpose of this study, all of Norma Coombs Elementary School’s students will be assigned to Webster Elementary School.

The table below compares the subgroups by enrollment and percentage at each school.

Table 7.9: Receiving Schools Percentage by Subgroup

Subgroup	Webster ES		Norma Coombs ES	
	Number	Percent	Number	Percentage
English Learners	46	18.0%	51	13.2%
Foster Youth	1	0.4%	0	0.0%
Homeless Youth	9	3.5%	4	1.0%
Migrant Education	0	0.0%	0	0.0%
Students with Disabilities	70	27.3%	91	23.5%
Socioeconomically Disadvantaged	203	79.3%	265	68.5%

Webster Elementary School and Norma Coombs Elementary School have higher percentages of students with disabilities than the District average.

The table below compares the ethnic groups by enrollment and percentage at each school.

Table 7.10: Receiving Schools Percentage by Ethnic Group

Subgroup	Webster ES		Norma Coombs ES	
	Number	Percent	Number	Percentage
African American	15	5.9%	53	13.7%
American Indian or Alaska Native	0	0.0%	2	0.5%
Asian	3	1.2%	16	4.1%
Filipino	5	2.0%	2	0.5%
Hispanic or Latino	103	40.2%	230	59.4%
Pacific Islander	1	0.4%	0	0.0%
White	107	41.8%	55	14.2%
Two or More Races	16	6.3%	23	5.9%
Not Reported	6	2.3%	0	1.6%
All Students	256	100%	387	100%

7.6.2 Analysis

There is no apparent disproportionate effect based on ethnic group if Norma Coombs Elementary School is merged with Webster. ***Both Norma Coombs Elementary School and Webster Elementary School have high percentages and numbers of students with disabilities, and if these two schools were to merge, the District would need to review special education program placements and balance students with disabilities across school sites that do not have as high a percentage of special education students.***

7.7 McKinley (6-8)

The receiving school for McKinley 6th-8th is Eliot Middle School.

7.7.1 Comparison to Receiving School: Eliot Middle School

If McKinley 6th-8th is closed, students will have the opportunity to enroll at Eliot Middle School. The schools currently share the same campus. Since both schools' students are on the same

campus, it seems unlikely that students will select a different school after the merger, since the campus location will not change.

The table below compares the subgroups by number and percentage at each school.

Table 7.11: Receiving Schools Percentage by Subgroup

Subgroup	McKinley 6-8		Eliot MS	
	Number	Percent	Number	Percentage
English Learners	33	15.6%	21	6.3%
Foster Youth	7	3.3%	2	0.6%
Homeless Youth	8	3.8%	17	5.1%
Migrant Education	0	0.0%	0	0.0%
Students with Disabilities	42	19.9%	77	23.2%
Socioeconomically Disadvantaged	183	86.7%	256	77.1%

McKinley 6th-8th has a greater percentage of English Learners compared to Eliot Middle School

The table below compares the ethnic groups by enrollment and percentage at each school.

Table 7.12: Receiving Schools Percentage by Ethnic Group

Subgroup	McKinley 6-8		Eliot MS	
	Number	Percent	Number	Percentage
African American	44	20.9%	73	22.0%
American Indian or Alaska Native	0	0.0%	1	0.3%
Asian	9	4.2%	4	1.2%
Filipino	4	1.9%	5	1.5%
Hispanic or Latino	135	63.9%	174	52.4%
Pacific Islander	0	0.0%	0	0.0%
White	12	5.7%	51	15.4%
Two or More Races	3	1.4%	13	3.9%
Not Reported	4	1.9%	11	3.3%
All Students	211	100%	332	100%

The ethnic percentages between the two schools are very similar.

7.7.2 Analysis

The foregoing data suggests there is no apparent disproportionate effect by ethnic group if McKinley (6-8) were to merge with Eliot Middle School.

7.8 McKinley TK-5

The receiving schools identified for McKinley TK-5 are Hamilton, Madison and Washington Elementary Schools.

7.8.1 Comparison to Receiving School: Hamilton, Madison and Washington Elementary Schools

If McKinley TK-5 is closed, students will be provided with the opportunity to enroll at Hamilton, Madison, or Washington Elementary Schools.

The table below compares the subgroups by number and percentage at each school.

Table 7.13: Receiving Schools Percentage by Subgroup

Subgroup	McKinley TK-5		Hamilton ES		Madison ES		Washington ES	
	#	%	#	%	#	%	#	%
English Learners	66	22.5%	54	11.0%	155	36.0%	120	29.7%
Foster Youth	4	1.3%	6	1.2%	4	0.9%	4	1.0%
Homeless Youth	9	3.1%	4	0.8%	24	5.6%	15	3.7%
Migrant Education	0	0.0%	0	0.0%	0	0.0%	1	0.2%
Students with Disabilities	47	16.0%	82	16.8%	70	16.3%	79	19.6%
Socioeconomically Disadvantaged	222	75.8%	253	51.7%	424	98.6%	361	89.4%

Of the three schools, Hamilton Elementary School has a lower percentage across most subgroups, except for students with disabilities, which is similar to the other schools. Madison Elementary School serves a significantly greater percentage of socioeconomically disadvantaged students.

The table below compares the ethnic groups by number and percentage at each school:

Table 7.14: Receiving Schools Percentage by Ethnic Group

Ethnic Group	McKinley TK-5		Hamilton ES		Madison ES		Washington ES	
	#	%	#	%	#	%	#	%
African American	47	16.0%	33	6.7%	13	3.0%	36	8.9%
American Indian or Alaska Native	0	0.0%	1	0.2%	0	0.0%	1	0.2%
Asian	24	8.2%	57	11.7%	2	0.5%	7	1.7%
Filipino	3	1.0%	16	3.3%	5	1.2%	5	1.2%
Hispanic or Latino	178	60.8%	200	40.9%	408	94.9%	327	80.9%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	26	8.9%	113	23.1%	2	0.5%	20	5.0%
Two or More Races	12	4.1%	56	11.5%	0	0.0%	3	0.7%
Not Reported	3	1.0%	13	2.7%	0	0.0%	5	1.2%
All Students	293	100%	489	100%	430	100%	404	100%

Madison Elementary School has the greatest percentage of Hispanic or Latino students. McKinley (TK-5) has the largest number and percentage of African American students, but a smaller percentage of Hispanic or Latino students, as compared to Madison Elementary School or Washington Elementary School.

7.8.2 Analysis

McKinley (TK-5) has the highest number and percentage of African American students of the four (4), but a lower Hispanic and Latino population than the others. Both Madison and Washington Elementary Schools have a much higher percentage of students from low-income backgrounds than McKinley (TK-5). McKinley (TK-5) has the highest percentage of African American students in the District, and although the number of students is relatively small, the District should be aware of the impact the closure may have on these students and take precautions to ensure their transition is successful.

7.8.3 Blair 6th-8th Students

Several scenarios are presented for the closure of Blair and the transfer of its 6th-8th students to Thurgood Marshall or Octavia E. Butler Middle School.

Comparison to Receiving Schools: Thurgood Marshall and Octavia E. Butler Middle School

Table 7.15: Receiving Schools Percentage by Subgroup

Subgroup	Blair HS (6-8)		Marshall (6-8)		Octavia E. Butler MS	
	#	%	#	%	#	%
English Learners	80	19.3%	70	9.3%	95	18.8%
Foster Youth	1	0.0%	4	0.0%	3	0.6%
Homeless Youth	11	2.6%	10	1.3%	17	3.4%
Migrant Education	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities	60	14.5%	98	13.1%	66	13.1%
Socioeconomically Disadvantaged	273	65.8%	496	66.2%	369	73.2%

Thurgood Marshall has a lower percentage of English Learners than either Blair High School (6-8) or Octavia E. Butler Middle School, and Octavia E. Butler Middle School has approximately seven percent (7%) more socioeconomically disadvantaged students than the 6th-8th grade levels of the other two (2) schools. Otherwise, the percentages of subgroups are close.

Table 7.16: Receiving Schools Percentage by Ethnic Group

Ethnic Group	Blair (6-8)		Marshall (6-8)		Octavia E. Butler MS	
	#	%	#	%	#	%
African American	24	5.8%	46	6.1%	44	8.7%
American Indian or Alaska Native	0	0.0%	2	0.3%	1	0.2%
Asian	7	1.7%	17	2.3%	6	1.2%
Filipino	1	0.0%	19	2.5%	8	1.6%
Hispanic or Latino	279	67.2%	465	62.1%	365	72.4%
Pacific Islander	0	0.0%	1	0.1%	0	0.0%
White	77	18.6%	146	19.5%	62	12.3%
Two or More Races	24	5.8%	44	5.9%	17	3.4%
Not Reported	3	0.7%	9	1.2%	1	0.2%
All Students	415	100%	749	100%	504	100%

Percentages of ethnic groups attending these sites are similar.

7.8.4 Analysis

The data for students from the above schools in grades 6th-8th is similar across both subgroups and ethnic groups.

7.9 Blair 9th-12th and Thurgood Marshall High School Students

7.9.1 Comparison of all District High Schools

The table below compares the subgroups by number and percentage at each school:

Table 7.17: Receiving Schools Percentage by Subgroup

Subgroup	Blair HS (9-12)		John Muir HS		Marshall (9-12)		Pasadena HS	
	#	%	#	%	#	%	#	%
English Learners	124	23.0%	79	6.2%	49	5.7%	62	5.2%
Foster Youth	5	0.1%	5	0.4%	3	0.0%	11	0.9%
Homeless Youth	13	2.4%	59	4.6%	12	1.4%	25	2.1%
Migrant Education	1	0.0%	1	0.1%	0	0.0%	0	0.0%
Students with Disabilities	59	11.0%	230	17.9%	118	13.8%	191	16.0%
Socioeconomically Disadvantaged	316	58.9%	980	76.4%	490	57.2%	805	67.3%

Blair High School (9th-12th) has a much larger English Learner population than the other schools, and a lower percentage of students with disabilities. John Muir High School has the largest percentage of socioeconomically disadvantaged students (76.4%), followed by Pasadena High School (67.3%).

The table below compares the ethnic groups by number and percentage at each school.

Table 7.18: Receiving Schools Percentage by Ethnic Group

Ethnic Group	Blair HS (9-12)		John Muir HS		Marshall (9-12)		Pasadena HS	
	#	%	#	%	#	%	#	%
African American	32	6.0%	245	19.1%	45	5.3%	133	11.1%
American Indian or Alaska Native	1	0.2%	5	0.4%	0	0.0%	4	0.3%
Asian	14	2.6%	15	1.2%	34	4.0%	92	7.7%
Filipino	13	2.4%	18	1.4%	27	3.2%	35	2.9%
Hispanic or Latino	351	65.5%	830	64.7%	539	63.0%	629	52.5%
Pacific Islander	0	0.0%	1	0.1%	2	0.2%	3	0.3%
White	102	19.0%	116	9.0%	181	21.1%	228	19.0%
Two or More Races	16	3.0%	40	3.1%	24	2.8%	57	4.8%
Not Reported	7	1.3%	12	0.9%	4	0.5%	16	1.3%
All Students	536	100%	1,282	100%	856	100%	1,197	100%

John Muir High School has the largest number and percentage of African American students and the second fewest White students. Otherwise, percentages across these schools for ethnic groups are similar.

7.10 Findings

Based on the data presented above, PUSD is a diverse school district and takes much pride in its diversity. Although each school has unique characteristics, the demographics are similar, and the proposed closures do not appear to perpetuate discrimination. If McKinley School is closed, the District should be especially mindful of assisting the relatively large percentage of African American families to ensure a successful transition.

8: Transportation Needs of Pupils

8.1 Description

According to Attorney General Bonta in his letter, “Guidance Regarding Laws Governing School Closures and Best Practices for Implementation in California, April 2023, school districts should analyze the transportation impacts of school closure on families to determine the possible impacts the closure has on student needs, especially for African American and Native American students, who, according to an article published by the *Los Angeles Times*, are less likely to have access to a vehicle and more likely to be chronically absent.

8.2 Analysis

8.2.1 District of Choice

The Pasadena Unified School District (PUSD) operates as a "district of choice". While students are assigned to a neighborhood school of residence, families can apply to attend any other campus, magnet program, or dual-language immersion program through an annual Open Enrollment lottery.

As a result of this policy, many students do not live near the school their family selects, and most schools enroll students who are widely dispersed throughout PUSD. This is unlike a District with neighborhood schools, where most families live relatively close to the school. Due to this dynamic, if the District decides to close schools, families who attend the school but do not live in the school's attendance area and are likely already driving their child to school or using public transportation, will be less affected than the relatively few families who live within walking distance of their current school.

8.2.2 Home to School Transportation

In California, home-to-school Transportation for general education students is not a legal obligation for school districts. PUSD's Board Policy 3540: provides the Board discretion in providing transportation services. The policy states:

“In determining the extent to which the district will provide transportation services, the Board shall weigh student and community needs against the cost of providing such services.”

The Board has historically not provided home-to-school transportation. Many districts also do not provide home-to-school transportation, often due to the cost of operating the program.

8.2.3 Special Education Transportation

The Individuals with Disabilities Education Act (IDEA) is a federal law which requires school districts to provide transportation as a "related service" if it is necessary for a child with a disability to benefit from special education and receive a Free Appropriate Public Education (FAPE). Also, Education Code Section 56040(a) and Education Code Section 56500 et seq., legally mandate that special education instruction and supportive services (which include specialized transportation) must be provided at no cost to parents.

PUSD provides special education transportation to students as long as it is included in the student’s Individual Education Plan (IEP). The IEP is the document that specifies what supports and services the student for whom the IEP is written will receive from the District for the student to meet their educational goals. The IEP will typically obligate the district to provide the student transportation to school unless the IEP team decides there is no need for this service.

According to PUSD Board Policy 3451.2:

“The Governing Board desires to meet the transportation needs of students with disabilities to enable them to benefit from special education and related services. The district shall provide appropriate transportation services for a student with disabilities when the district is the student’s district of residence and the transportation services are required by his/her individualized education program (IEP) or Section 504 accommodation plan”

According to the Pasadena Unified Program Matrix, many special education programs are regionalized at one school site to group together students with similar learning profiles to provide the most effective and efficient service to these students. Since these programs are regionalized, most students in these programs receive transportation services since the program is often not close to where the families reside.. There are also cases where students are medically fragile, orthopedically impaired, or have other types of disabilities and require transportation. PUSD will also transport these resident students to their school site regardless of the distance they live from their designated school site.

8.2.4 PUSD Transportation Assistance

The District provides Metro TAP cards to students to facilitate their commute to school via public transportation. The District incurs an annual cost of \$7 per student for the Metro TAP program, totaling approximately \$96,000 each year based on student enrollment. This represents a relatively small portion of the overall transportation budget—which ranges from \$6.7 million to \$7.2 million annually. State funding only covers a minor share of these expenses.

8.2.5 Safe Routes to Schools

Responsibility for California’s Safe Routes to Schools program is shared by different agencies. The day-to-day operations, such as creating walking school buses and managing crossing guards, are handled locally by city/county governments, local school districts, and transit authorities.

The Pasadena Safe Routes to School (SRTS) program provides resources to help PUSD students arrive at school safely. This includes walking, biking, and scooting to school. The City of Pasadena maintains specific maps, crossing guard locations, and recommended walking paths designed to assist families in planning the safest route to their local school. These include:

- Walk to School Encouragement Activities and events
- Bike repair and active opportunities at on-campus Bike/Active Classroom Hubs
- Walking/biking school buses
- High School Safe Routes Youth Advocate Program

- Safe Routes to School Parent Leader Program
- Road safety presentations and workshops

More information on this program may be found at:

<https://www.cityofpasadena.net/transportation/transportation-improvements/safe-routes-to-school/>

If any PUSD school is closed, PUSD will need to work with the City of Pasadena to make updates as needed to the safe route-to-school maps.

8.2.6 Crossing Guards

To create safe routes to school, the City of Pasadena provides crossing guards for students. The location of these crossing guards is provided on the City's web site and logistically placed close to the school site.

page: <https://data.cityofpasadena.net/maps/353c96dbde3e49c1a161647158428466/about>.

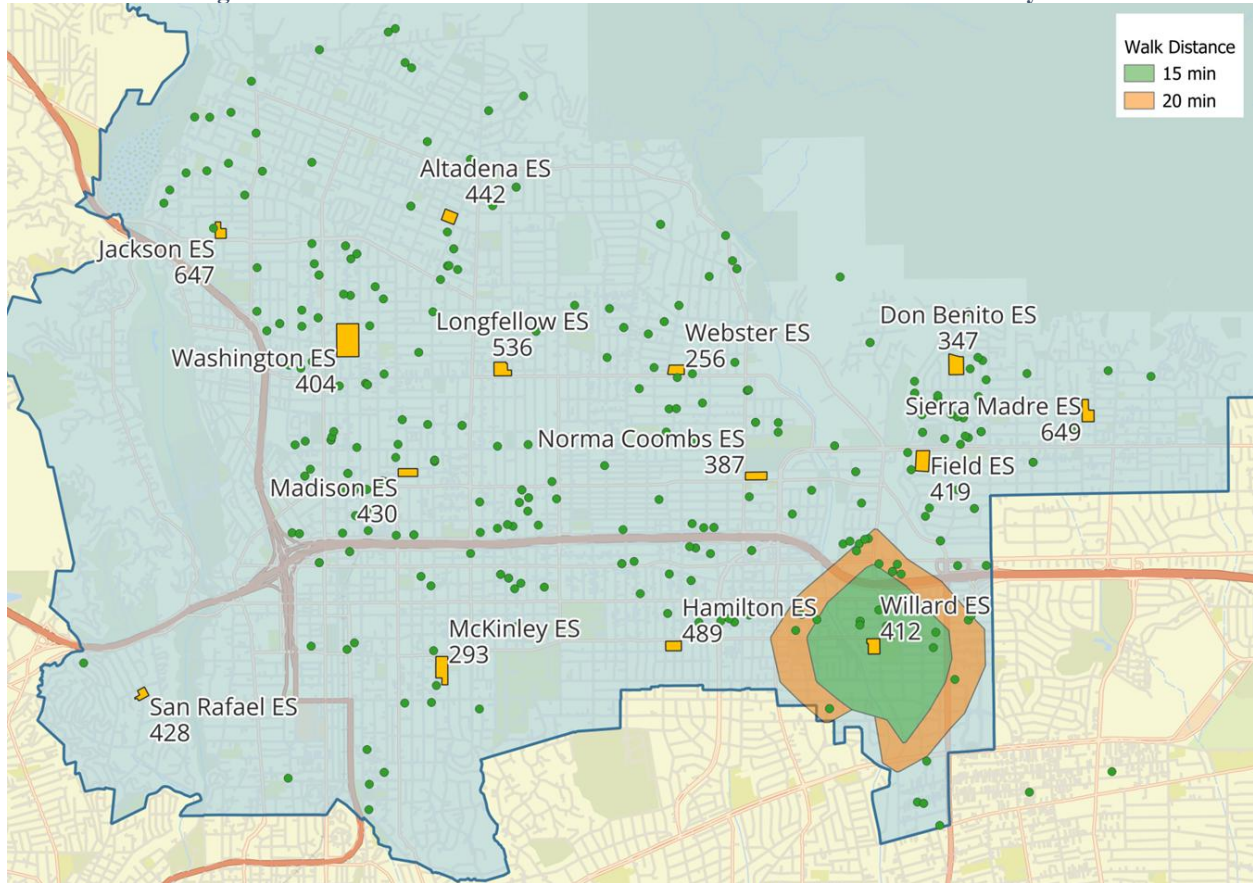
If any of the schools that have crossing guards assigned are closed, the District should engage in discussions with the City to determine if there may be a better location for the crossing guard.

8.3 Impact on Specific Schools

8.3.1 Don Benito Elementary School Students with Willard Elementary School Walk-Distance Analysis

As shown in the figure below, the enrollment of Don Benito Elementary School is dispersed throughout most of the District, and any school designated as a receiving school would not be within walking distance for most students. Given the dispersion of students throughout the District, Don Benito Elementary School families may choose a different PUSD school if Don Benito Elementary School is closed.

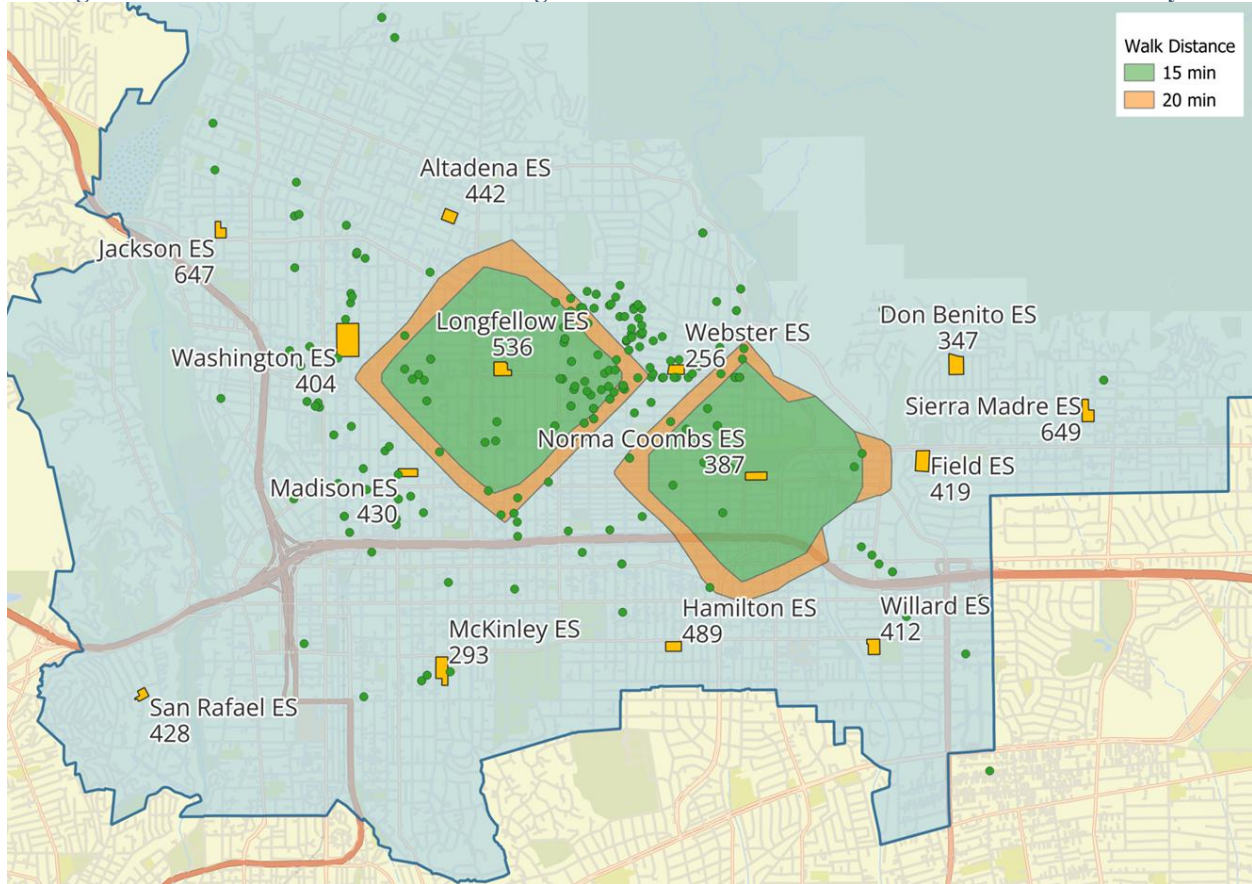
Figure 8.1: Don Benito ES Students with Willard ES Walk-Distance Analysis



8.3.2 Webster Elementary School Students with Longfellow Elementary School and Norma Coombs Elementary School Walk-Distance Analysis

Many Webster Elementary School students live west of their school, which means Longfellow is a twenty-minute (20) or less walk for them. Coombs is within walking distance for some families who reside to the south of Webster Elementary School. Many of Webster Elementary School's families do not live relatively close to the School, and, therefore, its closure would not significantly affect driving times.

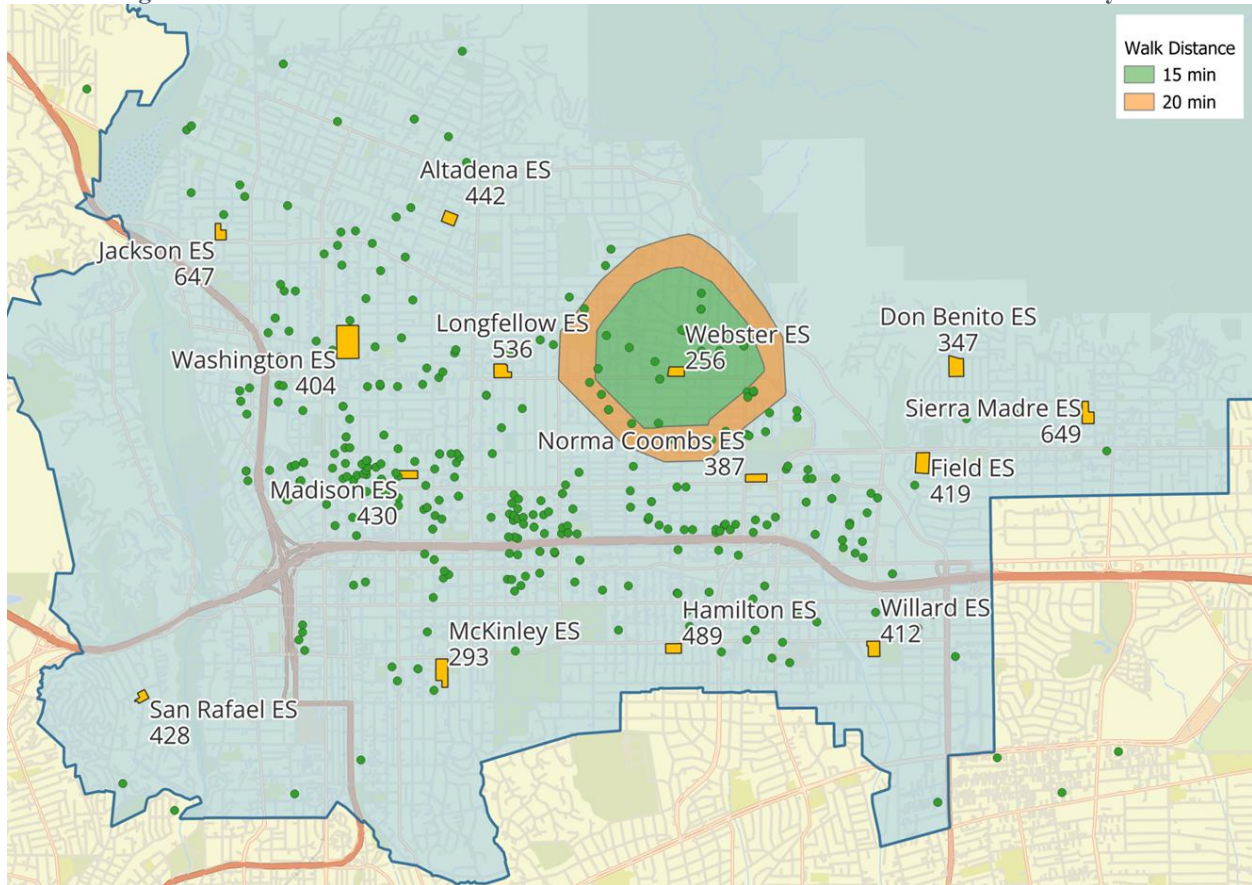
Figure 8.2: Webster ES Students with Longfellow ES and Norma Coombs ES Walk-Distance Analysis



8.3.3 Norma Coombs Elementary School Students and Webster Elementary School Students Walk-Distance Analysis

Norma Coombs Elementary School students are dispersed throughout the District, and few of them would be within walking distance of Webster Elementary School, although most of Norma Coombs Elementary School students are not within walking distance of their school either. The large number of special education students on the campus attending a specialized program may partially explain why there are so many students who attend the school from throughout the District.

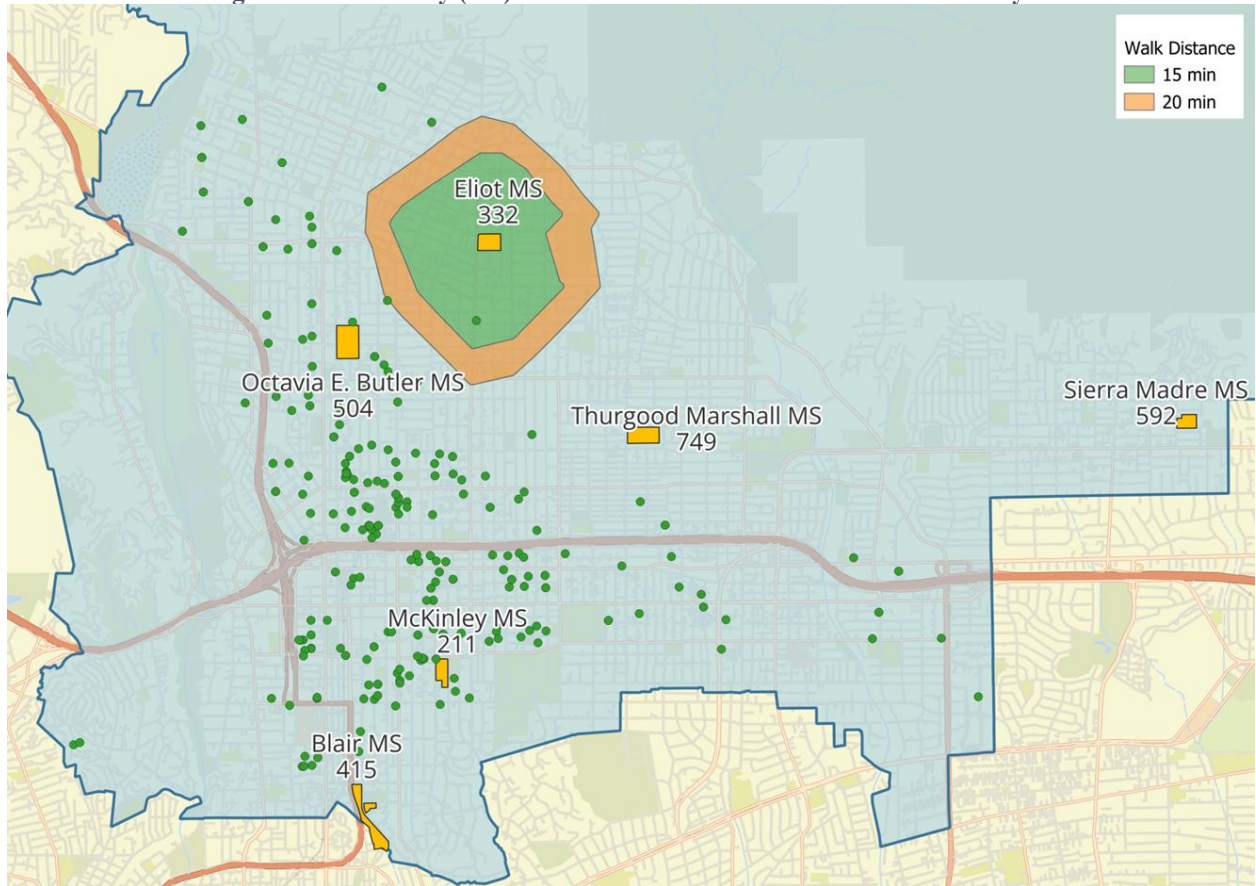
Figure 8.3: Norma Coombs ES Students and Webster ES Students Walk-Distance Analysis



8.3.4 McKinley (6-8) Students and Eliot Middle School Walk-Distance Analysis

Most current McKinley (6-8) students do not live near the Eliot Middle School campus. However, as seen below, many of these students live closer to Eliot Middle and Octavia E. Butler Middle Schools than to McKinley School (6-8). The students who currently reside near McKinley School (6-8) would have a much longer distance to attend school as compared to the current campus. Blair High School, if it remains open, or Octavia E. Butler Middle School are closer choices for families who live near the McKinley campus and desire to select a school based on location.

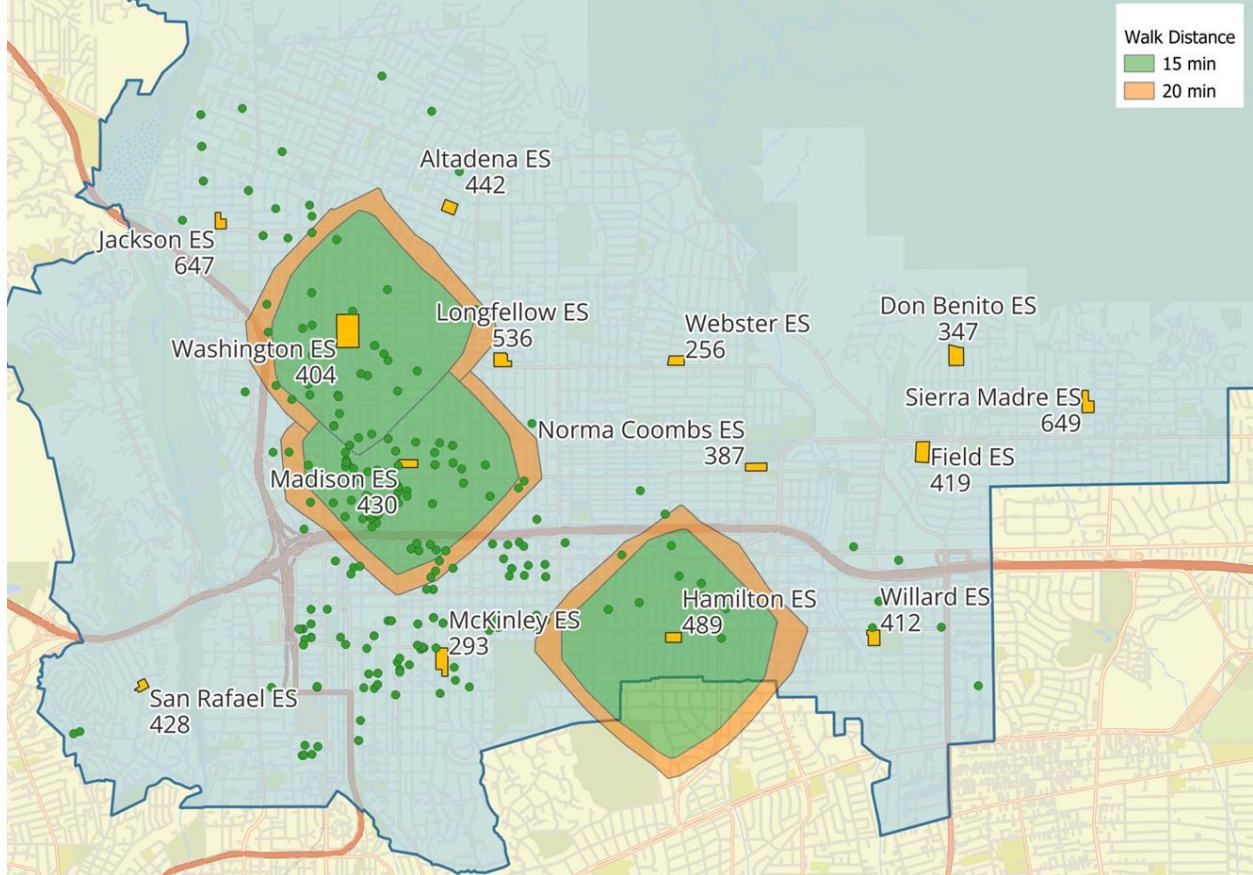
Figure 8.4: McKinley (6-8) Students and Eliot MS Walk-Distance Analysis



8.3.5 McKinley (TK-5) Students and Hamilton, Madison and Washington Elementary Schools Walk-Distance Analysis

A significant number of students live closer to one of these three (3) campuses than to the McKinley campus. However, the students who reside close to the McKinley campus are not within a reasonable walking distance of the other three (3) campuses.

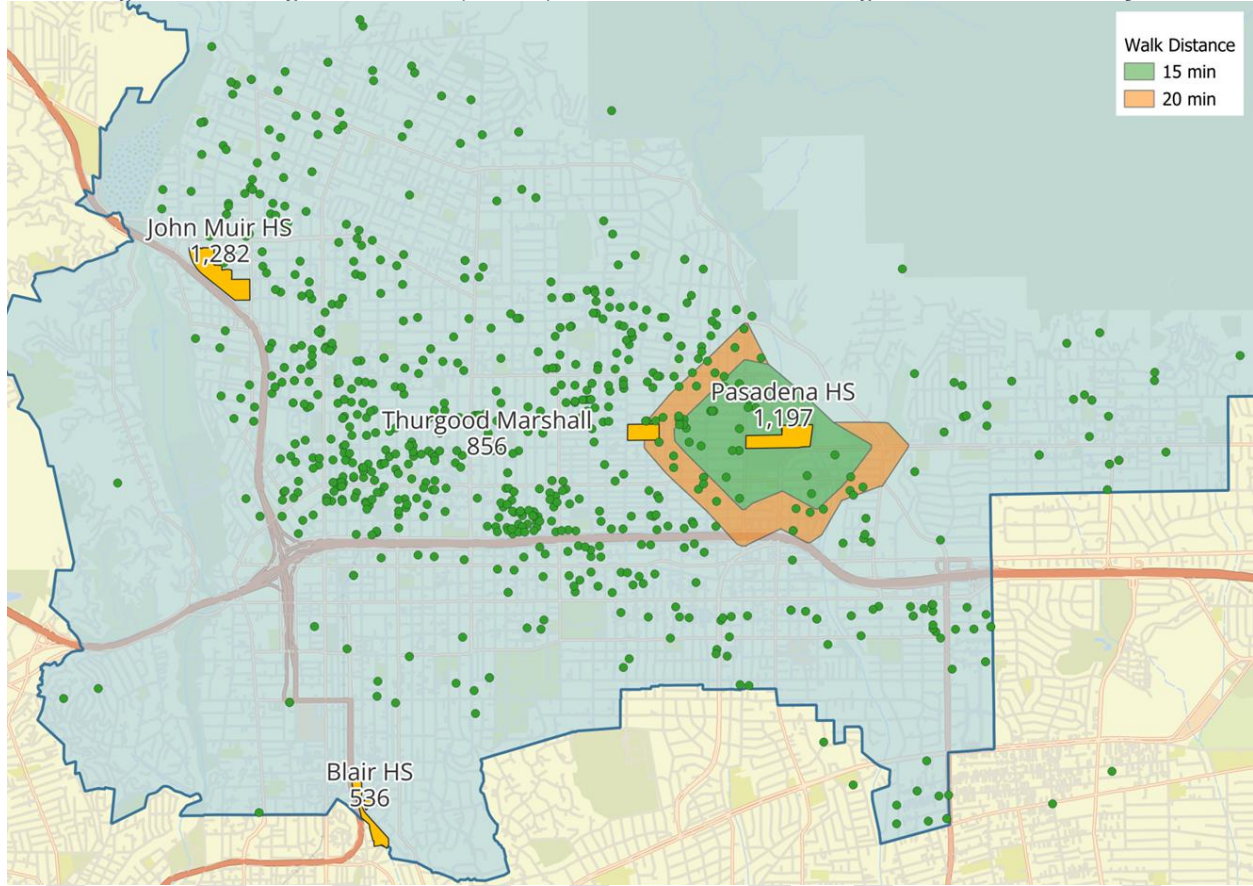
Figure 8.5: McKinley (TK-5) Students and Hamilton, Madison and Washington ESs Walk-Distance Analysis



8.3.6 Thurgood Marshall (9th-12th) Students and Pasadena High Walk-Distance Analysis

Moving Thurgood Marshall's High School students to Pasadena High School would increase the distance to school for those who live west of the school, but would be shorter for many of those who live east of the school. Most students are not within a reasonable walking distance of either school, so public transportation, students' driving, or parents dropping students off at school are common transportation methods at most high schools.

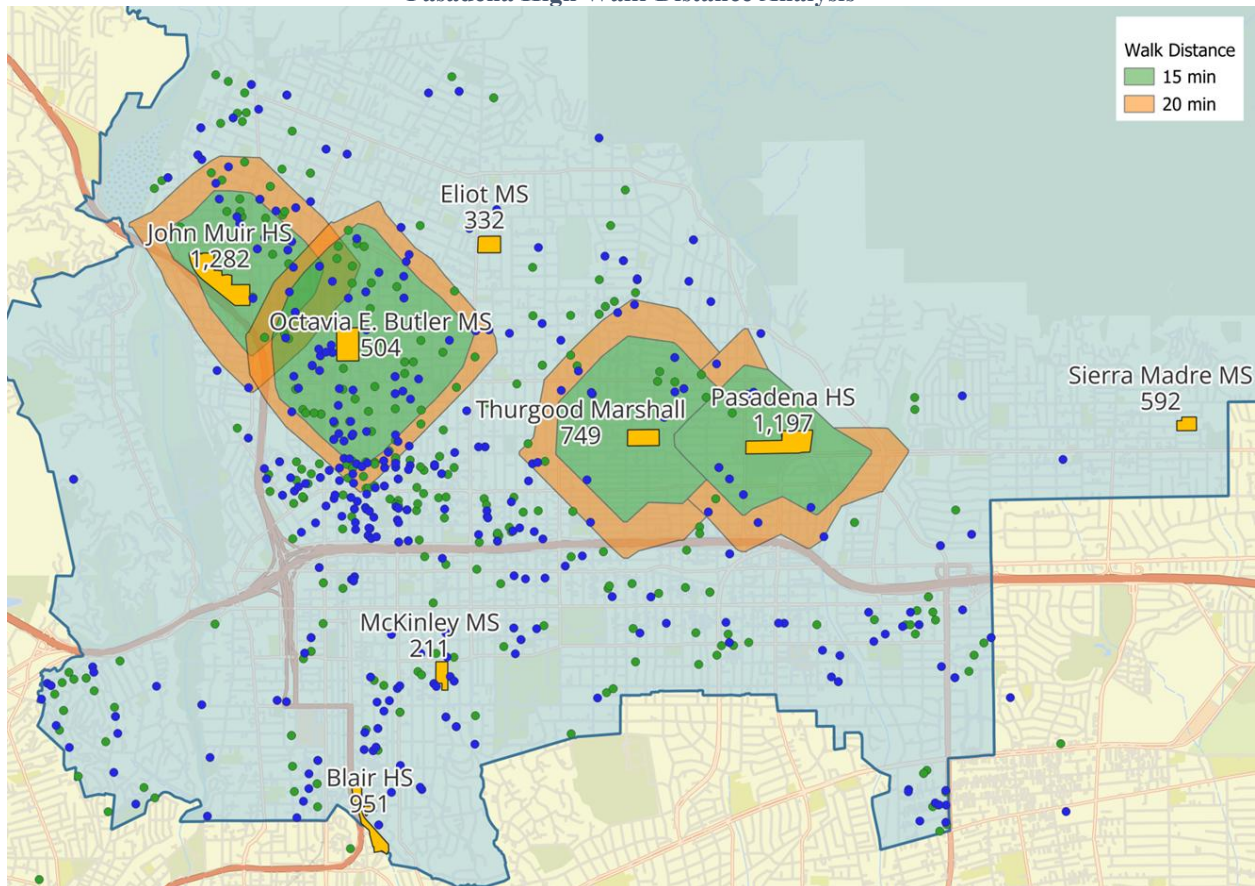
Figure 8.6: Thurgood Marshall (9th-12th) Students and Pasadena High Walk-Distance Analysis



8.3.7 Blair High School Students with Octavia E. Butler Middle School, John Muir High School, Thurgood Marshall Secondary School and Pasadena High School Walk-Distance Analysis

In the figure below, the green dots represent Blair High School's 6th through 8th-grade students, and the blue dots represent the 9th through 12th-grade students. Many of Blair High School's students live north of the I-210 and reside closer to John Muir High School and Octavia E. Butler Middle School. Many students who live in the north of Blair High School live closer to Thurgood Marshall Secondary School and Pasadena High School.

Figure 8.7: Blair HS Students with Octavia E. Butler MS, John Muir High School, Thurgood Marshall and Pasadena High Walk-Distance Analysis



8.4 Findings

Based on the demographics of the schools being considered for closure presented in the “Balance of Pupil Demographics” section of this report, any potential closures do not appear to disproportionately affect any student ethnic group or subgroup, and, therefore, the closure of schools and the change in distance from a receiving school would not be discriminatory. However, the highest percentage of African American students at any district school is at McKinley School (total TK-8 18.06 % African American, see Appendix F). If McKinley School were to close, then, pursuant to the Attorney General’s April 11, 2023, letter on “Guidance Regarding Laws Governing School Closure and Best Practices for Implementation in California,” PUSD will need to work with these families to select an alternate school and discuss transportation options to ensure a successful transition. Specific remedies suggested in the Attorney General’s above-referenced letter include:

- Placement of special education and other special services in locations that minimize the transportation burden;
- Funded busing, transportation reimbursement, and/or bus passes to students in impacted areas; and

- Online or in-person opportunities for families to connect to coordinate transportation sharing options.

The District is mindful of special education placement and also provides free passes to students who need public transportation. The Attorney General continues to state that “a deep and meaningful community engagement process allows for the community to set priorities and collaboratively problem solve with the district”.

Due to the District’s open enrollment policy, as shown in the scatter plots and maps herein, many parents or guardians have selected a school farther from their residence and are responsible for providing transportation for their child. The group most likely to be affected by a school closure is elementary school families who currently live close to a school site and would need to travel farther to attend another school if their school were closed. In those cases, if the distance is not a reasonable walking distance, District-subsidized public transportation or parent-provided transportation will be needed.

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9: Aesthetics and the Opportunity for Blight and Negative Impact

9.1 Description and Background

Without proper planning, school closure can have a negative effect on a community, including the risk of blight or other negative neighborhood impacts. For example, vacant school sites can be targets for vandalism and crime. Therefore, the Attorney General recommends a community-centered plan for school use after closure that accounts for the negative effects of a school closure on a community, including the possibility of blight. The Attorney General further recommends as a best practice for all school districts to consider not only blight, but also closure effects on gentrification, which can be intensified by closures and increases in eviction and displacement of vulnerable families.

There is a risk of vacant or underutilized campuses over time. These risks may include:

- Neighborhood safety at and around a vacant school site;
- Lack of maintenance for vacant or underutilized school buildings, which can lead to structural damage, pest infestations, mold, and vandalism;
- Neighborhood stability; and
- Community perception.

However, blight is not caused merely by school closure itself; rather, it results when properties remain vacant, inactive, or improperly maintained over extended periods of time. Accordingly, the District's focus is on ensuring that any closed or underutilized school sites remain actively managed through ongoing maintenance, security, interim occupancy, leasing opportunities, potential redevelopment and long-term asset management planning.

9.2 Asset Management

The District is developing a comprehensive, responsible long-term strategy for asset management that prioritizes both school functions and community needs, while also exploring ongoing revenue-generating opportunities through asset optimization. On February 2, June 27, and November 21, of 2024, the District's Board of Education ("Board") received presentations on real property and asset management options and opportunities, as well as recommendations from the Superintendent's Leadership Team (SLT) for the Long-Term Facilities Planning Process.

Additionally, multiple presentations have been made to the Board and Facilities Committee regarding the Former Linda Vista and Former Roosevelt sites, where asset management, reuse, and planning efforts have already been initiated. Despite a general delay in the asset management process due to the Eaton Fire, extensive work has already been done for the Former Linda Vista and Roosevelt sites.

Further, as part of the asset management process, the District will develop an Asset Management Plan for closed sites, if any close. That plan may include conducting an asset management and

revenue enhancement study to evaluate the highest and best uses and fair market values of the sites, assessing disposition and use options for closed or underutilized sites, evaluating short- and long-term lease options for District property to maximize revenue while continuing to consider District and community benefits, and fostering ongoing community input and engagement.

The District is already implementing elements of this approach by actively reusing and providing interim occupancy for former school sites, pursuing leasing opportunities to generate revenue and maintain site activity, and evaluating redevelopment and partnership opportunities.

To avoid blight, the District will maintain active site use immediately after closure (if closure occurs), ensure ongoing maintenance and security, and advance a timely transition to long-term use. Ongoing maintenance work will likely include preserving campus appearance and interior areas. The District may also utilize maintenance agreements to clearly allocate maintenance and operational responsibilities.

In addition, if any District school sites are closed, the properties will be brought to the existing Superintendent's Facilities Advisory Committee (SFAC). The SFAC, as part of its role in supporting asset management, will likely review use or disposition options and make recommendations to the Superintendent. (Pasadena Unified School District, *Superintendent's Facilities Advisory Committee (SFAC)* <<https://www.pusd.us/departments/facilities-maintenance-operations/sfac>> [as of May 20, 2026].)

The SFAC process would provide an opportunity for input from District partners and stakeholders, including community members, parents, principals, and students. This advisory process would allow the District to receive feedback from multiple perspectives before advancing recommendations through the District's formal public committee process.

After SFAC review, the properties would be brought to the Facilities Capital Projects Committee for review and discussion, as appropriate. Because the Facilities Capital Projects Committee is a Brown Act committee, the public would have an opportunity to provide public comment during the Committee's public meetings. In addition, as part of the District's routine "PUSD Updates," the District has consistently provided information to the PUSD community relating to the SCAC, SFAC, Facilities Capital Projects Committee, and District asset management processes. (Pasadena Unified School District, *PUSD News* <<https://www.pusd.us/departments/communications/pusd-update>> [as of May 20, 2026].)

The key takeaway is that any closed school site would be actively managed through the District's asset management process and would not be left unmanaged, unsecured, or without District oversight. If schools are closed, closure and asset management planning will occur together rather than sequentially, ensuring that no site is left without a clear path forward.

9.3 Analysis

The District's approach reflects a proactive and community-centered strategy for managing former school sites. Rather than allowing closed sites to remain unused, the District emphasizes active

reuse, interim occupancy, and leasing as ways to both generate revenue and maintain vibrancy in the community. The plan also includes evaluating redevelopment and partnership opportunities, demonstrating a long-term planning approach that considers District needs, community benefits, and responsible stewardship of public property. To prevent blight, the District commits to actively managing any closed or underutilized site through maintenance, security, interim use where feasible, and long-term asset planning. This not only helps preserve property values and community aesthetics but community confidence, but also helps reduce the likelihood that a closed site would become neglected or unsafe. Planning for closure and asset management will happen simultaneously, ensuring no site is left without a clear, actionable plan.

9.4 Findings

PUSD has a coordinated process to manage closed or underutilized school sites. This process includes maintenance, security, possible interim use, review of lease or reuse options, advisory input, public comment, and long-term planning. This approach helps reduce the risk of blight while balancing District needs and community interests.

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10: Impact on Feeder and Other School Attendance (Education Code Section 41329 (a)(1)(I))

10.1 Description

The Attorney General states:

“All school districts must analyze not only how closure decisions impact student demographics at the closing and receiving schools, but also how the decisions may impact patterns at the middle and high school level. A closure decision that maintains or intensifies racial segregation at the middle or high school to which receiving schools feed may be unlawful.”

(Bonta, *Guidance Regarding Laws Governing School Closures and Best Practices for Implementation in California* (Apr. 11, 2023) State of California Office of the Attorney General, p. 13.)

It is important to note that patterns do not hold the same significance in an open enrollment system, as parents, and caregivers, may choose schools of choice across the District. Additionally, students who have made a commitment to a specific theme or specialized/signature program are given priority to continue the same theme/program when they change levels/matriculate (elementary to middle school; middle school to high school). Transitioning students may register during the Sibling & Priority Registration phase of Open Enrollment- School Choice. All published timelines must be met (Board Policy 5116.1).

Historically, all eligible students who applied for “program priority” by published deadlines were offered placement. A school closure would not necessarily affect the program priority placement policy or process.

10.2 Analysis

10.2.1 Middle School to High School

Within PUSD’s open enrollment system, some students attend their neighborhood school, while others enroll in schools outside their geographic attendance area.

If either of the 6th-8th secondary schools are closed, the programs will be moved so that students who wish to pursue the academic pathway, such as the IB program, can do so. The programmatic feeder pattern from eighth grade to high school for these schools would remain, but the schools would be located on separate campuses.

If McKinley grades 6th-8th are merged with Eliot Middle School, these students would still have the choice to attend any District School. School assignments are based on a student’s home address rather than their feeder school site location. Under current boundaries, students living in the McKinley School neighborhood are assigned to either Blair High School or Pasadena High School. Students would also maintain access to all PUSD high schools via Open Enrollment. At the current

location of the McKinley School campus, according to the District residence zones map (<https://www.pusd.us/departments/enrollment/find-my-school>).

Due to declining enrollment, all high schools have recently been able to accept all eligible applicants who applied by the lottery deadline. If this declining enrollment trend continues, which is projected, parents will be able to continue selecting the school that best meets their child’s individual needs, regardless of where they reside or which middle school their child attended. If enrollment increases families will need to follow the District intra-district transfer policy.

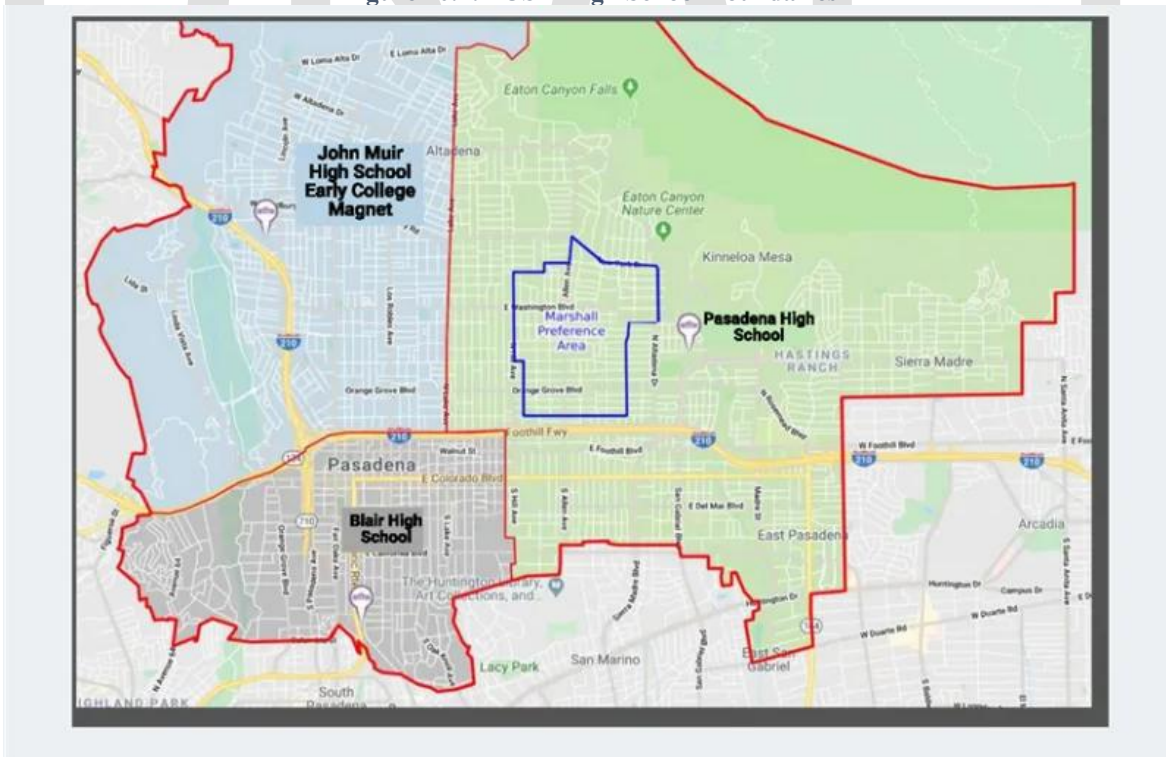
Further, any high school closure scenarios, as documented in the “Balance of Pupil Demographics” section of this report, are not anticipated to enhance racial segregation, which is a key concern of the Attorney General.

10.2.2 Elementary to Middle Schools

Since the District allows open enrollment, the merger of one or more elementary schools does not necessarily change feeder patterns, and as discussed in the “Availability and Transferability of Special Programs” section of this report, students can continue their academic programs, such as the Armenian Language program, from one school to the next.

If the District closes schools, it will need to review middle school boundaries to ensure that students who live geographically closest to a middle school are given priority.

Figure 10.1: PUSD High School Boundaries



Source: PUSD “Find My School” website

Finally, any school closure scenario, as seen in the “Balance of Student Demographics” section of this report, are not anticipated to enhance racial segregation, which is a key concern of the Attorney General.

10.3 Findings

The proposed closures would not likely change the demographic patterns at any of the District's high schools should any high school be closed. Middle school attendance should also not be greatly affected by the school closures, as these are proximal. In large part, the District's demographics are similar, and there is no evidence that this closure would maintain or intensify segregation. The District will continue to accommodate academic pathways, such as the IB program and the Armenian Language program, after any school closure.

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11: Conclusion

The Pasadena Unified School District faces a fiscal and operational reality that is neither unique nor easily deferred. A decline of more than 3,800 students over the past decade — a 22% reduction — has left the District maintaining a school infrastructure built for a significantly larger population. With statewide and countywide enrollment trends projecting continued decline, and with nearly \$1.5 billion in identified facility needs across its campuses, the situation is difficult.

The conversation about the potential closure of schools has been, understandably, very stressful for the community, and some have expressed strong opinions against consolidating any schools. Schools are more than buildings; they are places of belonging for many, and the potential closure of any school is difficult, especially for a community that has recently experienced the devastation of the Eaton wildfire, the destruction of homes, and the displacement of families.

This Equity Impact Analysis was conducted in compliance with AB 1912 best practices and the guidance of the California Attorney General, examining nine metrics across every proposed closure scenario: facility condition, operating costs, school capacity, special programs, environmental factors, student demographics, transportation, blight risk, and feeder patterns. Across all nine dimensions, the analysis finds no evidence that any proposed closure would disproportionately harm any racial, ethnic, or student subgroup. To the contrary, consolidation scenarios consistently show the potential to expand academic programming, strengthen athletic offerings, improve instructional resources, and create more equitable access to enrichment opportunities than smaller, under-enrolled schools can sustain independently.

Estimated annual operating savings, when reinvested in instruction and student support, directly benefit the students who remain. Bond program savings across multiple scenarios could reach tens of millions of additional dollars, funds that would otherwise be spent maintaining underutilized buildings rather than modernizing the schools where students learn every day.

The SCAC process was transparent, inclusive, and substantive, drawing from more than 100 applicants and meeting seven times in open public session. The committee ultimately voted not to recommend closure at this time, citing process concerns as well as substantive questions about timing and community trust. Those concerns deserve serious consideration. At the same time, the data underlying this report remains valid, and the fiscal pressures driving the consolidation conversation will not diminish.

The District now faces a consequential decision. The Board has the benefit of a thorough, evidence-based analysis, a robust record of public engagement, and a clear picture of the tradeoffs involved. Whatever path forward is chosen, the community deserves a process grounded in transparency, a commitment to equity, and a shared vision for what PUSD's schools should offer every student in the years ahead.

Appendix A: Comparison of Similar LA County School Districts

District Names	Enrollment (Non-charter enrollment)	6-12	9-12	Total
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

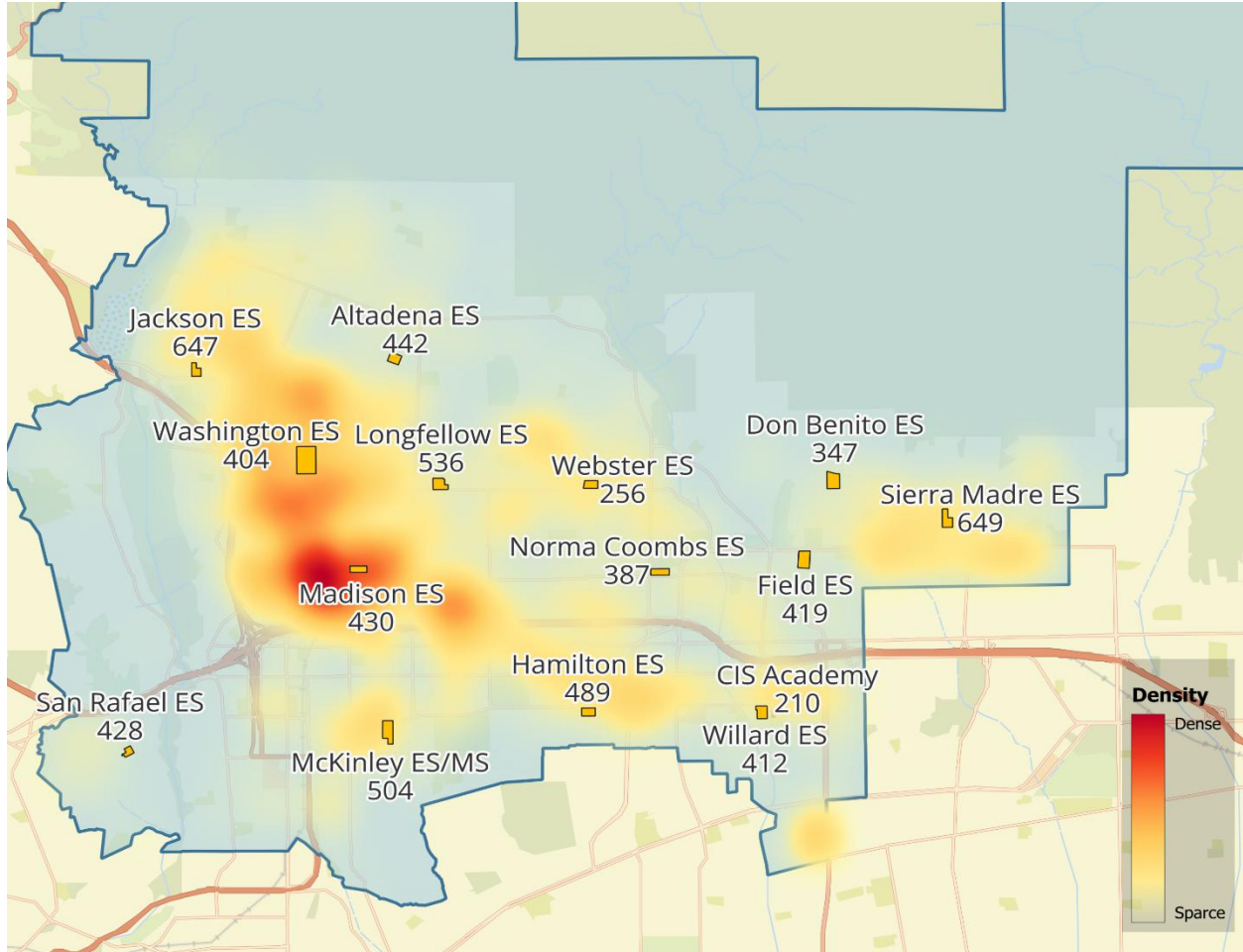
District Names	Enrollment (Non- charter enrollment)	TK-8 Schools	6-8 or 7-8	6-12	Total
Palos Verdes Peninsula Unified	10,179	0	3	0	3
Lynwood Unified	10,332	0	2	0	2
Covina-Valley Unified	10,838	0	3	0	3
Paramount Unified	11,260	1	4	0	5
Rowland Unified	11,415	3	2	0	5
Pasadena Unified	12,905	1	3	2	6
Burbank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

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

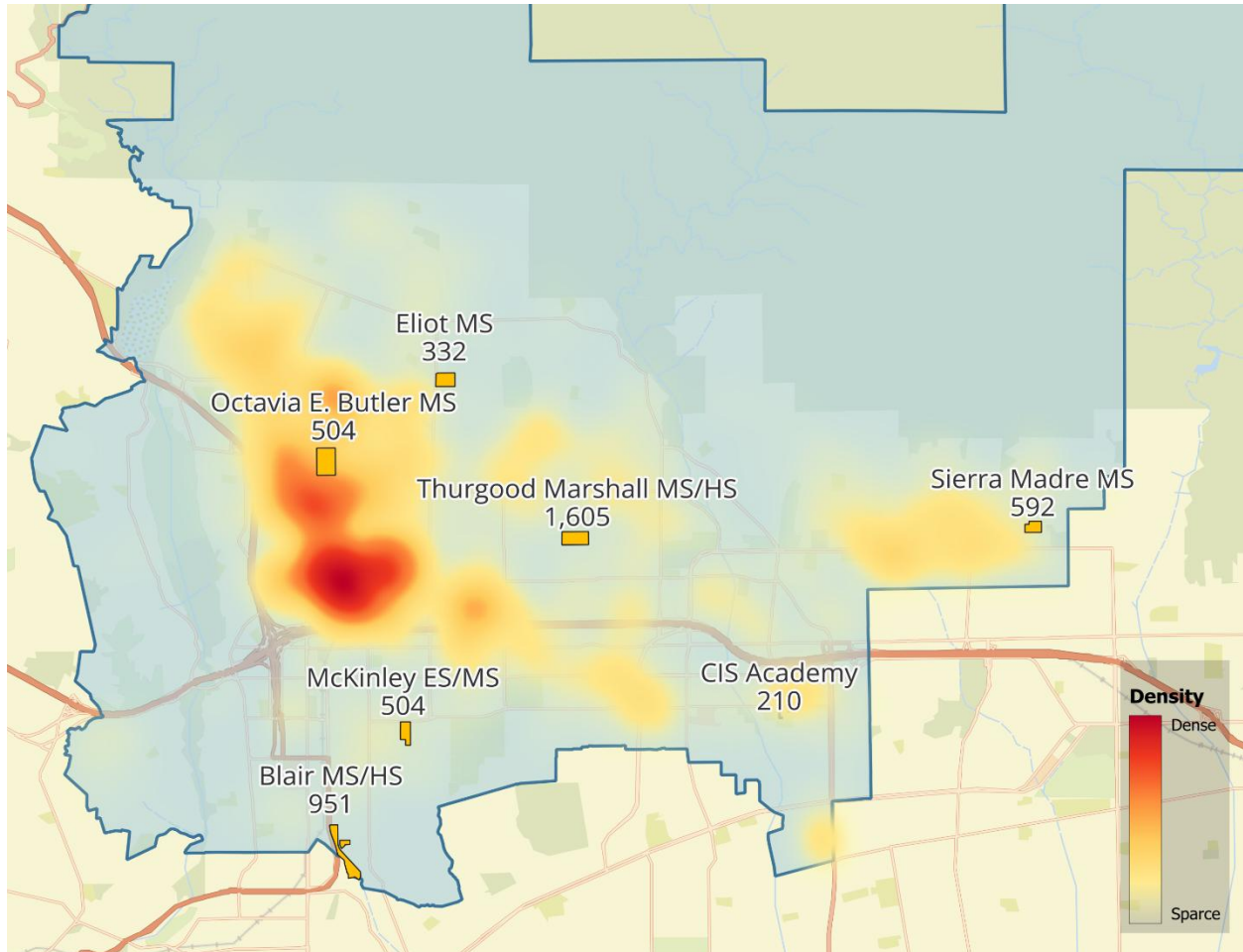
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Appendix B: Density and Scatter Plot Maps

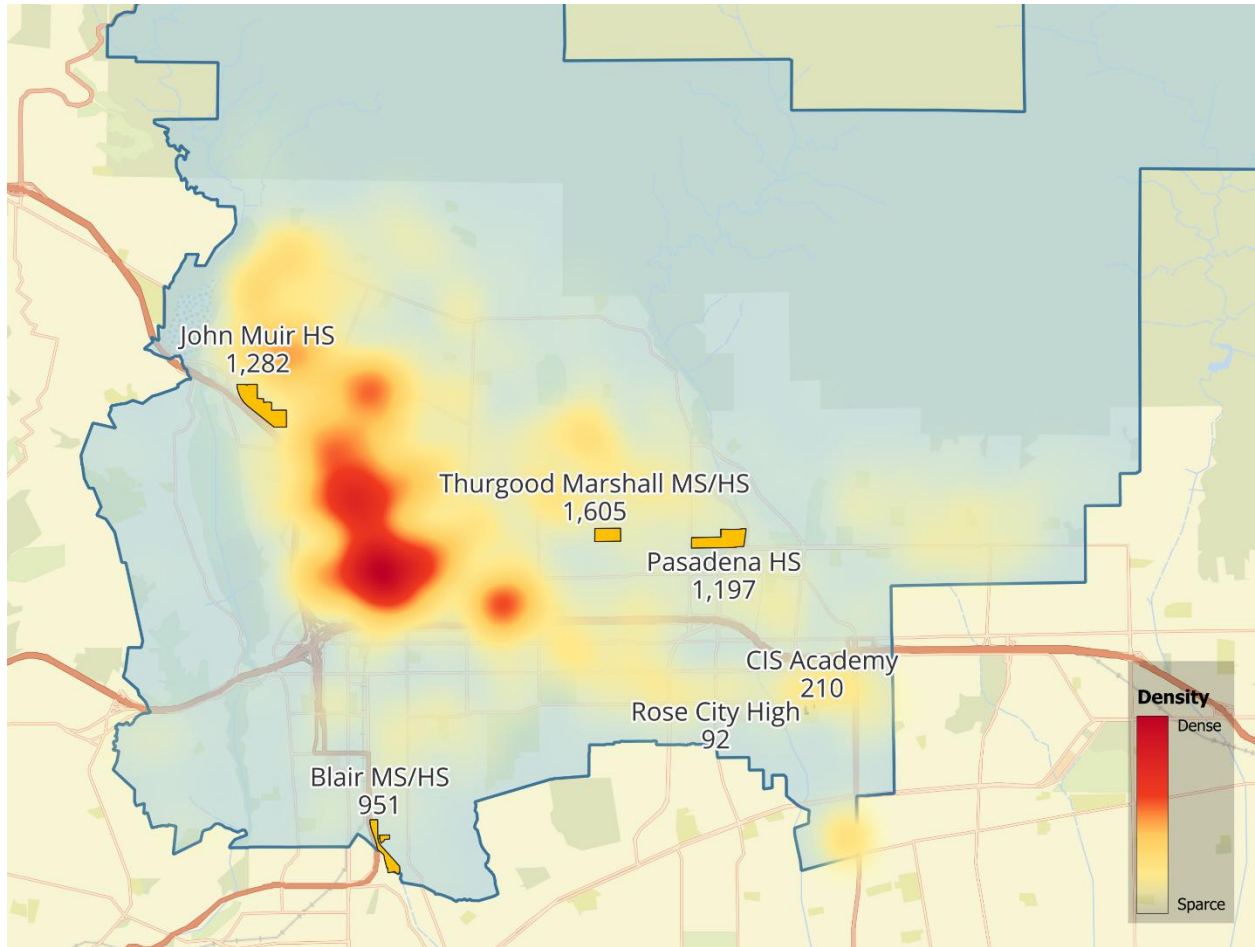
Density Map: Elementary Schools



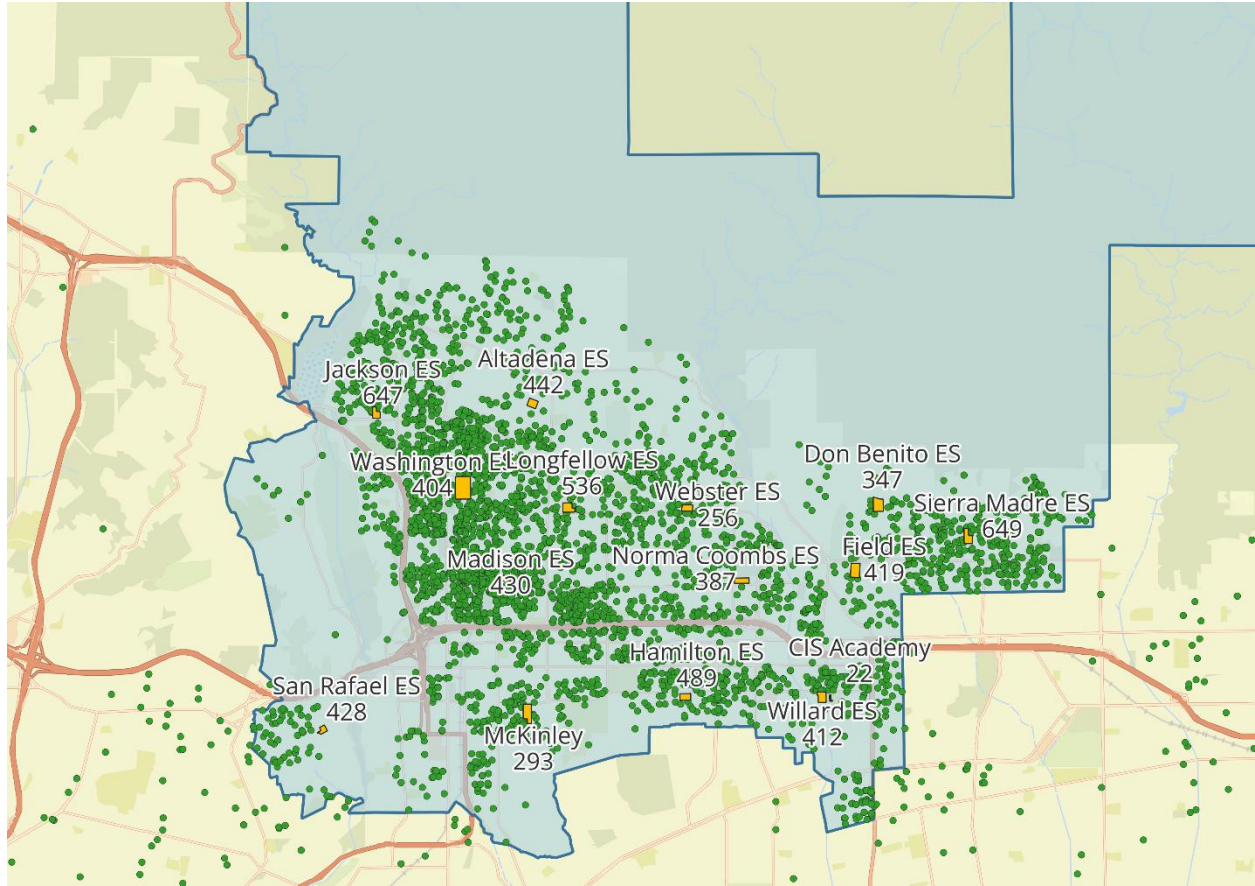
Density Map: Middle Schools



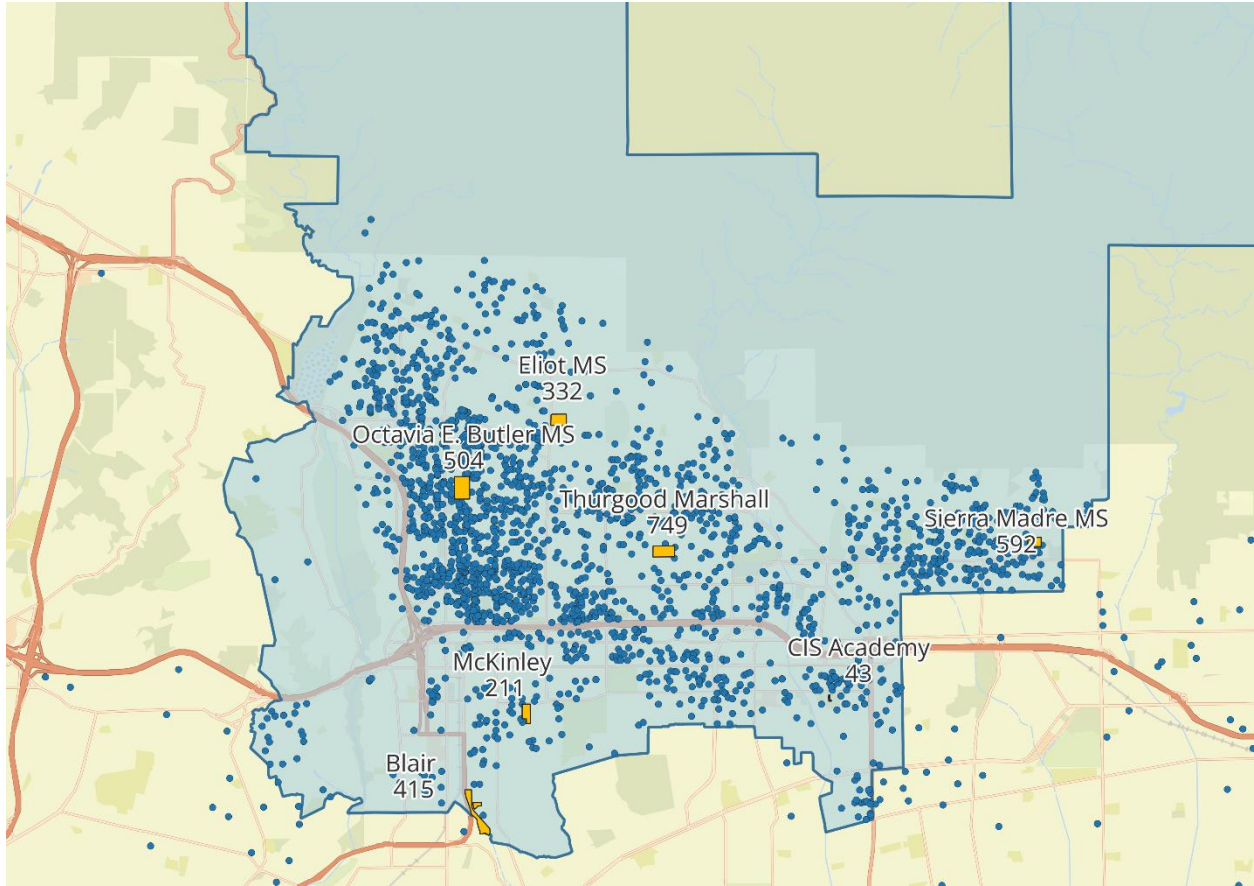
Density Map: High Schools



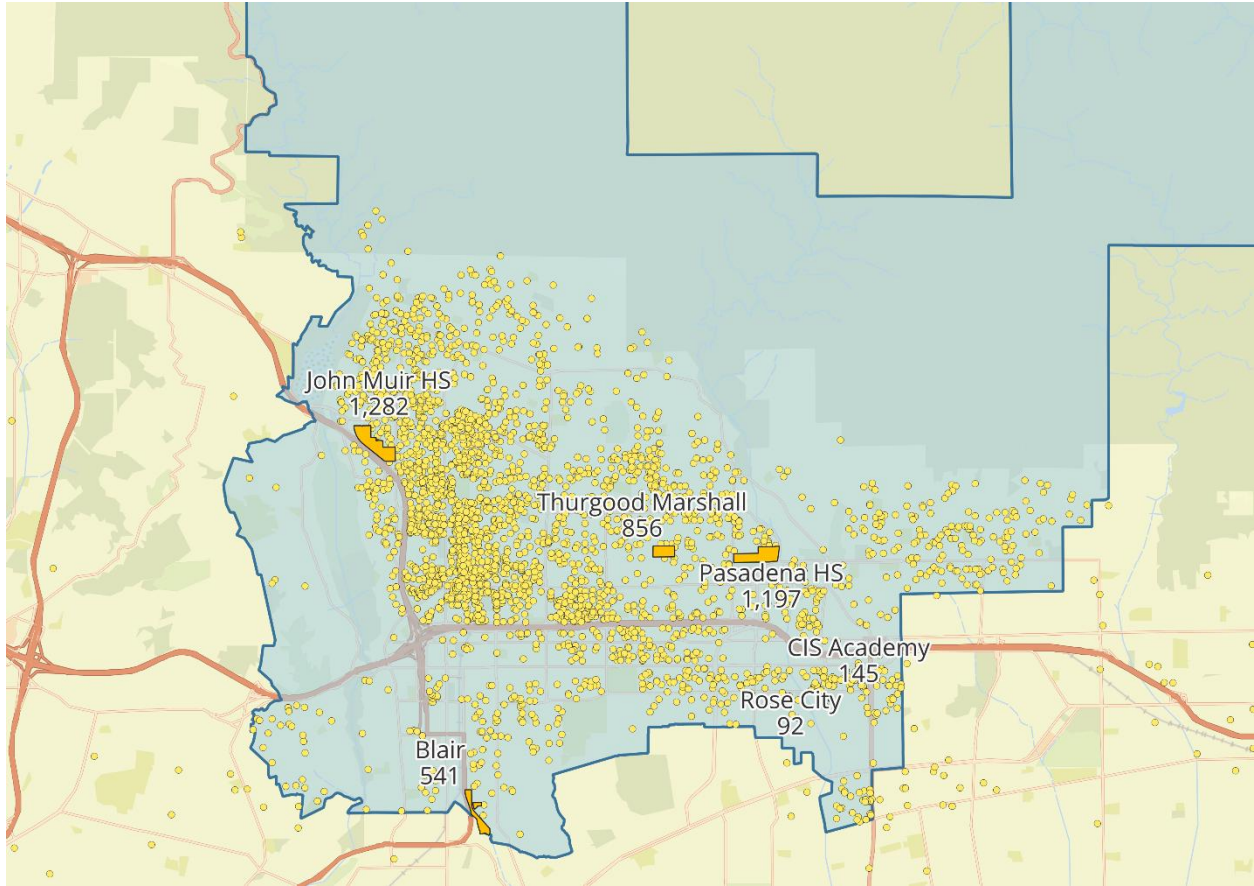
Scatter Plot Map: Elementary Schools



Scatter Plot Map: Middle Schools



Scatter Plot Map: High Schools



Appendix C: Historical Enrollment and Forecasts

Schools	Grade Level	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31
Elementary (TK-5)												
Altadena Elementary	TK-5	469	435	457	488	527	442	434	423	417	402	401
Don Benito	TK-5	471	387	386	398	384	347	337	343	346	345	344
Field	TK-5	450	395	430	471	449	419	413	406	398	393	386
Alexander Hamilton	TK-5	535	507	482	504	510	489	495	467	463	459	447
Longfellow Magnet	TK-5	634	573	533	547	546	536	505	484	474	459	443
James Madison	TK-5	488	453	424	409	411	430	424	416	415	428	448
Mary W. Jackson	TK-5	662	608	628	634	658	647	629	609	593	581	577
Norma Coombs	TK-5	346	303	294	334	370	387	394	403	410	420	404
San Rafael	TK-5	400	386	385	393	412	428	438	439	435	436	435
Sierra Madre	TK-5	627	585	630	618	652	649	646	642	632	625	599
Washington	TK-5	445	427	406	433	428	404	396	372	363	336	329
Daniel Webster	TK-5	339	297	303	294	277	256	246	228	228	210	203
Willard	TK-5	577	475	476	417	394	412	376	367	357	350	333
TK-8												
McKinley	TK-5	473	377	348	337	314	293	269	268	258	245	239
McKinley	6-8	462	379	300	279	224	211	204	190	180	167	167
McKinley	TK-8	935	756	648	616	538	504	473	458	438	412	406
6-8												
Eliot Arts Magnet	6-8	514	485	423	395	407	332	371	361	364	347	338
Octavia E. Butler Magnet	6-8	-	-	513	519	481	504	523	515	472	456	448
Sierra Madre Middle School	6-8	588	582	574	593	597	592	604	593	578	557	548
6-12												
Blair High	6-8	525	486	501	463	470	415	421	418	404	390	383
Blair High	9-12	577	582	616	592	583	536	491	473	477	475	474
Blair High	6-12	1,102	1,068	1,117	1,055	1,053	951	912	891	881	865	857
Thurgood Marshall Secondary	6-8	932	896	801	829	763	749	723	729	718	692	680
Thurgood Marshall Secondary	9-12	1,080	1,083	1,048	1,019	926	856	829	780	748	766	740
Thurgood Marshall Secondary	6-12	2,012	1,979	1,849	1,848	1,689	1,605	1,552	1,509	1,466	1,458	1,420
9-12												
John Muir High School	9-12	927	936	1,012	1,133	1,206	1,282	1,291	1,305	1,286	1,235	1,231
Pasadena High School	9-12	1,842	1,671	1,609	1,355	1,303	1,197	1,038	1,034	968	983	978

Appendix D: Facilities Five-Year Bond Program Plan

FACILITIES FIVE YEAR BOND PROGRAM PLAN									
BR1685-F									
BR#	Summer Projects To Start June 2024	Budget	Architect	BR#	Contractor	BR#	Construction Start Date	Countdown in Months	Status
BR-1665-F	San Rafael Electrical Service Upgrade	\$662,311.00	N/A	N/A	Waisman Construction, Inc	BR-1722-F	6/3/2024	0	Construction Completion Phase
BR-1665-F	Eliot Arts Magnet Academy Restroom Renovation and Utility Upgrades	\$6,494,491.00	Flewelling & Moody	BR-1722-F	First California Construction	BR-1761-F	6/3/2024	0	On Hold
BR-1665-F	Willard Elementary School Restroom Renovation and Utility Upgrades	\$4,779,215.00	Flewelling & Moody	BR-1724-F	Mforma Construction	BR-1819-F	6/3/2024	0	Construction Completion Phase
BR-1665-F	Sierra Madre Elementary Restroom Renovation and Utility Upgrades	\$4,890,617.00	Flewelling & Moody	BR-1724-F	P2-KYA Services LLC	BR-1819-F	6/3/2025	0	Construction in Progress
BR-1665-F	Sierra Madre Elementary Restroom Renovation and Utility Upgrades	\$4,890,617.00	Flewelling & Moody	BR-1724-F	KYA Services LLC	BR-1819-F	6/3/2025	0	Construction in Progress
BR#	Major Renovations June 2025	Budget	Architect	BR#	Contractor	BR#	Construction Start Date	Countdown in Months	Status
BR-1665-F	John Muir High School Modernization of the Gym Complex, Pool and Restrooms	\$64,485,852.00	Huckabee/TSK	BR-1690-F	Acorn Hall Construction Co	BR-1817-F	6/2/2025	0	Pre Construction
BR-1707-F	Madison to Interim Swing Space Franklin ES	\$2,000,000.00	Flewelling & Moody	BR-1775-F	Omega Construction	BR-1784-F	9/30/2024	0	Construction in Progress
BR-1713-F	Longfellow to Interim Swing Space Allendale ES	\$2,000,000.00	Flewelling & Moody	BR-1775-F	Omega Construction	BR-1784-F	9/30/2024	0	Construction in Progress
BR#	Summer Projects To Start June 2025	Budget	Architect	BR#	Contractor	BR#	Construction Start Date	Countdown in Months	Status
BR-1701-F	Thurgood Marshall Secondary Athletic Field, Restrooms, Water, Sewer, Storm Drain, School, Electrical Service,	\$23,785,842.00	Flewelling & Moody	BR-1800-F			6/2/2025	0	DSA plan review and approval
BR-1780-F	Norma Coombs ES Restroom Renovation and Utility Upgrades	\$2,887,223.00	Flewelling & Moody	BR-1801-F	The Nazarian Group	BR-1846-F	6/2/2025	0	Construction in Progress
BR-1780-F	Jackson STEM Restroom Renovation and Utility Upgrades	\$4,627,837.00	Flewelling & Moody	BR-1801-F	The Nazarian Group	BR-1846-F	6/2/2025	0	Construction in Progress
BR-1780-F	Hamilton Elementary School Restroom Renovation and Utility Upgrades	\$4,921,488.00	Flewelling & Moody	BR-1801-F	The Nazarian Group	BR-1846-F	6/2/2025	0	Construction in Progress
BR#	Major Renovations June 2026	Budget	Architect	BR#	Contractor	BR#	Construction Start Date	Countdown in Months	Status
BR-1665-F	Madison Elementary School Modernization - Possible Delay to June 2027	\$43,016,230.00	PJHM	BR-1689-F	Blach Construction	BR-1869-F	6/1/2026	2	Pre Construction
BR-1665-F	Longfellow Elementary School Modernization	\$46,542,873.00	LPA	BR-1688-F	C.W. Driver, LLC	BR-1845-F	6/1/2026	2	Pre Construction
BR-1665-F	Pasadena High School Aquatics and Restroom Modernization	\$21,746,338.00	PJHM	BR-1786-F			6/1/2026	2	Design Development
BR-1678-F	Don Benito MPR and Kitchen Renovation	\$6,800,000.00	PBWS	BR-1778-F			6/2/2026	2	Design Development
	Interim Swing Space Franklin ES	\$1,000,000.00					6/1/2026	2	In Waiting
	Interim Swing Space Allendale ES	\$1,000,000.00					6/1/2026	2	In Waiting
BR#	Summer Projects To Start June 2026	Budget	Architect	BR#	Contractor	BR#	Construction Start Date	Countdown in Months	Status
	Altadena Arts Magnet Restroom Renovation and Utility Upgrades	\$4,931,092.00					6/1/2026	2	In Waiting
	Washington Elementary School Restroom Renovation and Utility Upgrades	\$4,499,255.00					6/1/2026	2	In Waiting
		\$9,430,347.00							
BR#	Major Renovations June 2027	Budget	Architect	BR#	Contractor	BR#	Construction Start Date	Countdown in Months	Status
BR-1700-F	San Rafael Elementary School Modernization	\$35,247,850.00					6/1/2027	14	Scope Development
BR-1699-F	Webster Elementary School Modernization - Possible Delay to June 2028	\$29,941,071.00					6/1/2027	14	Scope Development
	Interim Swing Space Franklin ES	\$1,000,000.00					6/1/2027	14	In Waiting
	Interim Swing Space Allendale ES	\$1,000,000.00					6/1/2027	14	In Waiting
BR#	Summer Projects To Start June 2027	Budget	Architect	BR#	Contractor	BR#	Construction Start Date	Countdown in Months	Status
	McKinley K-8 Restroom Renovation and Utility Upgrades	\$6,087,415.00					6/1/2027	14	In Waiting
BR#	Major Renovations June 2028	Budget	Architect	BR#	Contractor	BR#	Construction Start Date	Countdown in Months	Status
	Don Benito Elementary School Modernization	\$24,170,478.00					6/1/2028	26	In Waiting
	Field Elementary School Modernization	\$25,158,722.00					6/1/2028	26	In Waiting
	Interim Swing Space Franklin ES	\$1,000,000.00					6/1/2028	26	In Waiting
	Interim Swing Space Allendale ES	\$1,000,000.00					6/1/2028	26	In Waiting
BR#	Major Renovations June 2029	Budget	Architect	BR#	Contractor	BR#	Construction Start Date	Countdown in Months	Status
	Octavia E. Butler Magnet Modernization	\$59,611,243.00					6/1/2029	38	In Waiting
	Blair High School Restrooms, Pool and Track-Field Modernization	\$37,484,509.00					6/1/2029	38	In Waiting
	Interim Swing Space Franklin ES	\$1,000,000.00					6/1/2029	38	In Waiting
	Interim Swing Space Allendale ES	\$1,000,000.00					6/1/2029	38	In Waiting
	Sum	\$484,202,399.00							

Appendix E: Assembly Bill No. 1912

Assembly Bill No. 1912: Click [Here](#)

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Appendix F: Enrollment by Subgroup and Ethnicity

School Enrollment by Subgroups

CALPADS California Department of Education California Longitudinal and Pupil Assessment Data System				1.1 Enrollment - Primary and Short-term Enrollment Count by Subgroup				User ID: agular.grace@pusd.us Revision Date: 1/23/2026 12:39:07 AM Print Date: 3/16/2026 10:58:11 AM			
Academic Year:	2025-2026	LEA:	Pasadena Unified	School Type:	ALL	School:	ALL	View:	Snapshot	Revision ID:	8549925

School Code	School Name	Enrollments	Informational Only		English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Students with Disabilities	Socio-Economically Disadvantaged	FRPM Eligible
			Prior Academic Year Enrollments	Count Difference (vs Prior Academic Year)							
6021505	Abadeno Elementary	442	527	-85	34	8	29	0	57	211	210
1931062	Blair High	951	1053	-102	204	113	124	1	119	589	562
6058465	Charles W. Eitel Middle	332	407	-75	21	7	30	0	77	256	254
0117440	CIS Academy	210	234	-24	21	3	14	0	47	163	161
6021554	Don Benito Fundamental	347	384	-37	21	5	17	0	77	183	183
6021570	Field (Eugene) Elementary	419	449	-30	39	9	27	0	30	128	128
6021612	Hamilton Elementary	489	510	-21	54	31	57	0	82	253	252
1936103	John Muir High	1282	1206	76	79	19	77	1	230	980	975
6021679	Longfellow (Henry W.) Elementary	536	546	-10	79	19	28	0	58	384	380
6021687	Madison Elementary	430	411	19	155	49	17	0	70	424	424
6021620	Mary W. Jackson STEAM Multilingual Magnet Elementary	647	658	-11	89	12	36	0	75	373	373
6120265	McKinley	504	538	-34	99	25	24	0	89	405	401
1932409	Norma Coombs Elementary	387	370	17	51	14	14	0	91	265	262
0000001	NPS School Group for Pasadena Unified	62	64	-2	1	0	1	0	62	28	28
6021752	Octavia E. Butler Magnet	504	481	23	95	10	59	0	66	369	369
1936822	Pasadena High	1197	1303	-106	62	24	172	0	191	805	795
1964881	Pasadena Unified	51	54	-3	3	0	0	0	48	25	23
1936806	Rose City High (Continuation)	92	113	-21	22	0	1	0	18	87	86
6021729	San Rafael Elementary	428	412	16	39	7	39	0	51	131	131
6021737	Sierra Madre Elementary	649	652	-3	14	5	54	0	74	183	183

This report is confidential and use is restricted to authorized individuals.

CALPADS California Department of Education California Longitudinal and Pupil Assessment Data System				1.1 Enrollment - Primary and Short-term Enrollment Count by Subgroup				Grade: 01-First Grade,02-Second Grade,03-Third Grade,04-Fourth Grade,05-Fifth Grade,06-Sixth Grade,07-Seventh Grade,08-Eighth Grade,09-Ninth Grade,10-Tenth Grade,11-Eleventh Grade,12-Twelfth Grade,KN-Kindergarten,UE-Ungraded Elementary,US-Ungraded Secondary,TK-Transitional Kindergarten			
0127746	Sierra Madre Middle	592	597	-5	20	5	152	0	87	250	250
1931674	Thurgood Marshall Secondary	1605	1689	-84	119	21	225	0	216	986	980
6119549	Washington Elementary STEM Magnet	404	428	-24	120	45	18	1	79	361	361
6021760	Webster Elementary	256	277	-21	46	27	12	0	70	203	203
6021778	Willard Elementary	412	394	18	71	15	29	0	92	272	272
TOTAL-Selected Schools		13228	13757	-529	1558	473	1256	3	2156	8314	8246
Student School Transfer Code:	ALL	Enrollment Status:	ALL	Gender:	ALL	Adult Age Students with Disabilities in Transition Status:	ALL	Age Eligibility:	All (K-12,UE,US,TK)		

School Enrollment by Ethnicity

				1.4 Enrollment Count - State View																		
Academic Year: 2025-2026				LEA: Pasadena Unified				User ID: agular_grace@pusd.us				Revision Date: 1/23/2026 12:39:07 AM										
View: Snapshot				School Type: ALL				Print Date: 3/16/2026 10:55:16 AM														
Revision ID: 8549925				School: ALL																		
School Code	School Name	Grade	Gender	Total	Hispanic		Am Indian/Alskn Nat		Filipino		Asian		Black/African Am		Nat Hwin/Othr Pac Islndr		White		Multiple		Missing	
				#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total - Selected Schools				13228	7575	57.26 %	26	0.20 %	263	1.99 %	792	5.99 %	1219	9.22 %	14	0.11 %	2299	17.38 %	801	6.06 %	239	1.81 %
6021505	Aladena Elementary	Total		442	182	41.18 %	1	0.23 %	8	1.81 %	8	1.81 %	52	11.76 %	0	0.00 %	123	27.83 %	47	10.63 %	21	4.75 %
1931062	Blak High	Total		951	630	66.25 %	1	0.11 %	14	1.47 %	21	2.21 %	56	5.89 %	0	0.00 %	179	18.82 %	40	4.21 %	10	1.05 %
6058465	Charles W. Ellet Middle	Total		332	174	52.41 %	1	0.30 %	5	1.51 %	4	1.20 %	73	21.99 %	0	0.00 %	51	15.36 %	13	3.92 %	11	3.31 %
0117440	CIS Academy	Total		210	141	67.14 %	0	0.00 %	2	0.95 %	4	1.90 %	25	11.90 %	1	0.48 %	33	15.71 %	4	1.90 %	0	0.00 %
6021554	Don Benito Fundamental	Total		347	176	50.72 %	0	0.00 %	9	2.59 %	19	5.48 %	31	8.93 %	0	0.00 %	74	21.33 %	30	8.65 %	8	2.31 %
6021570	Faldi (Eugene) Elementary	Total		419	50	11.93 %	1	0.24 %	25	5.97 %	244	58.23 %	3	0.72 %	0	0.00 %	18	4.30 %	71	16.95 %	7	1.67 %
6021612	Hamilton Elementary	Total		489	200	40.90 %	1	0.20 %	16	3.27 %	57	11.66 %	33	6.75 %	0	0.00 %	113	23.11 %	56	11.45 %	13	2.66 %
1936103	John Muir High	Total		1282	830	64.74 %	5	0.39 %	18	1.40 %	15	1.17 %	245	19.11 %	1	0.08 %	116	9.05 %	40	3.12 %	12	0.94 %
6021679	Longfellow (Henry W.) Elementary	Total		536	392	73.13 %	0	0.00 %	4	0.75 %	4	0.75 %	65	12.13 %	3	0.56 %	37	6.90 %	25	4.66 %	6	1.12 %
6021687	Madison Elementary	Total		430	408	94.88 %	0	0.00 %	5	1.16 %	2	0.47 %	13	3.02 %	0	0.00 %	2	0.47 %	0	0.00 %	0	0.00 %
6021620	Mary W. Jackson STEAM Multilingual Magnet Elementary	Total		647	403	62.29 %	1	0.15 %	6	0.93 %	4	0.62 %	68	10.51 %	0	0.00 %	88	13.60 %	55	8.50 %	22	3.40 %
6120265	McKinley	Total		504	313	62.10 %	0	0.00 %	7	1.39 %	33	6.55 %	91	18.06 %	0	0.00 %	38	7.54 %	15	2.98 %	7	1.39 %
1932409	Norma Coombs Elementary	Total		387	230	59.43 %	2	0.52 %	2	0.52 %	16	4.13 %	53	13.70 %	0	0.00 %	55	14.21 %	23	5.94 %	6	1.55 %
0000001	NPS School Group (for Pasadena Unified)	Total		62	26	41.94 %	0	0.00 %	0	0.00 %	4	6.45 %	10	16.13 %	0	0.00 %	17	27.42 %	4	6.45 %	1	1.61 %
6021752	Octavia E. Butler Magnet	Total		504	365	72.42 %	1	0.20 %	8	1.59 %	6	1.19 %	44	8.73 %	0	0.00 %	62	12.30 %	17	3.37 %	1	0.20 %
1936822	Pasadena High	Total		1197	629	52.55 %	4	0.33 %	35	2.92 %	92	7.69 %	133	11.11 %	3	0.25 %	228	19.05 %	57	4.76 %	16	1.34 %
1964881	Pasadena Unified	Total		51	25	49.02 %	1	1.96 %	2	3.92 %	2	3.92 %	6	11.76 %	0	0.00 %	9	17.65 %	4	7.84 %	2	3.92 %
1936806	Rose City High (Continuoril)	Total		92	77	83.70 %	1	1.09 %	2	2.17 %	0	0.00 %	7	7.61 %	0	0.00 %	1	1.09 %	3	3.26 %	1	1.09 %
6021729	San Rafael Elementary	Total		428	303	70.79 %	0	0.00 %	0	0.00 %	7	1.64 %	8	1.87 %	1	0.23 %	68	15.89 %	28	6.54 %	13	3.04 %
6021737	Sierra Madre Elementary	Total		649	160	24.65 %	2	0.31 %	7	1.08 %	57	8.78 %	5	0.77 %	0	0.00 %	292	44.99 %	89	13.71 %	37	5.70 %

This report is confidential and use is restricted to authorized individuals.

The data that appears on this report are filtered by the user selections that appear on the last page of this report.

				1.4 Enrollment Count - State View																		
School Code	School Name	Grade	Gender	Total	Hispanic		Am Indian/Alskn Nat		Filipino		Asian		Black/African Am		Nat Hwin/Othr Pac Islndr		White		Multiple		Missing	
				#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
0127746	Sierra Madre Middle	Total		592	170	28.72 %	1	0.17 %	17	2.87 %	113	19.09 %	26	4.39 %	1	0.17 %	180	30.41 %	70	11.82 %	14	2.36 %
1931674	Thurgood Marshall Secondary	Total		1605	1004	62.55 %	2	0.12 %	46	2.87 %	51	3.18 %	91	5.67 %	3	0.19 %	327	20.37 %	68	4.24 %	13	0.81 %
6119549	Washington Elementary STEM Magnet	Total		404	327	80.94 %	1	0.25 %	5	1.24 %	7	1.73 %	36	8.91 %	0	0.00 %	20	4.95 %	3	0.74 %	5	1.24 %
6021760	Webster Elementary	Total		256	103	40.23 %	0	0.00 %	5	1.95 %	3	1.17 %	15	5.86 %	1	0.39 %	107	41.80 %	16	6.25 %	6	2.34 %
6021778	Wilard Elementary	Total		412	257	62.38 %	0	0.00 %	15	3.64 %	19	4.61 %	30	7.28 %	0	0.00 %	61	14.81 %	23	5.58 %	7	1.70 %

In the state view of enrollment, the LEA enrollment count is modified to
 1) add students with a "Short Term" Enrollment Status who do not have a "Primary" Enrollment Status as of Census Day and
 2) eliminate students in concurrent enrollments that the LEA does not own as of Census Day.

Grade:	D1-First Grade,02-Second Grade,03-Third Grade,04-Fourth Grade,05-Fifth Grade,06-Sixth Grade,07-Seventh Grade,08-Eighth Grade,09-Ninth Grade,10-Tenth Grade,11-Eleventh Grade,12-Twelfth Grade,KH-Kindergarten,UE-Ungraded Elementary,US-Ungraded Secondary,TK-Transitional Kindergarten	District of Geographic Residence:	ALL	Gender:	ALL
English Language Acquisition Status:	ALL	Ethnicity/Race:	ALL	Students with Disabilities:	ALL
Title I Part C Migrant:	ALL	Title III Eligible Immigrant:	ALL		
Gifted and Talented:	ALL	Socio-Economically Disadvantaged:	ALL		

Appendix G: Other Information

Required Per Education Code Section 41329 (2) (a)

Factors used to identify the list of school closures or consolidations

Board-approved Metrics, pursuant to Resolution 2857, as well as other factors, including enrollment and geographical location and where students reside, were used to select the options presented for possible school closure.

Equity Impact Analysis findings for each school closure or consolidation

See Equity Impact Analysis as provided above.

Plans for the use of schools proposed for closure once it becomes a vacated facility

See section 9, “Aesthetics and the Opportunity for Blight and Negative Impact” of this report.

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

The District has identified receiving schools that will accept students if a school is closed. However, the District is a “District of Choice,” and families can follow the established transfer procedures to apply to attend any school in the District.

Options and timeline for transitioning pupils to their new schools, including improving safe routes to schools and home-to-school transportation needs

The District initially proposed that any school closure may happen at the end of the 2026-2027 school year. As the District proceeds through this process, it could extend that deadline if the Board believes it is in the students' best interests to do so.