



MARKET STUDY for PORTLAND PUBLIC SCHOOLS

October 2020

Critical Data Strategies, LLC & FLO Analytics

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PORTLAND PUBLIC SCHOOLS INTRODUCTION

As a foundational initial step in the performance of an overall process of balancing enrollment and programs within the district, Critical Data Strategies, LLC completed a Market Study, interviewing parents/guardians who have current or soon to be middle school-aged children in and reside within the southeast portion of the Portland Public School District

A strong focus of this study was to complete interviews with BIPOC parents/guardians and those with children enrolled in a specific immersion program in the district.

Of the **335 interviews completed**, 226 or 67% - were completed with parents and guardians of BIPOC students.

The parent/guardian interviews were performed using executive style telephone interviews with the specific parent or guardian identified from a list provided by Portland Public Schools. The average parent/guardian interview was 18 minutes in length.

Critical Data performed this study from October 1, 2020 through October 25, 2020.

Based upon the findings from each area of study, Critical Data has developed this report with findings from each area of study as well as a summary with insights.



CRITICAL DATA STRATEGIES, LLC / FLO ANALYTICS

Portland Public Schools

Parent / Guardian Interview Findings

October 2020

PORTLAND PUBLIC SCHOOLS PARENT / GUARDIAN INTERVIEW FINDINGS

COMPLETED INTERVIEWS

SCHOOL	TIMES MENTIONED	PERCENTAGES
Arleta	20	6.0%
Atkinson	12	3.6%
Bridger	21	6.3%
Creative Science	23	6.9%
Creston	11	3.3%
Harrison Park	26	7.8%
Hosford	66	19.7%
Lane	46	13.7%
Lent	26	7.8%
Marysville	11	3.3%
Mt. Tabor	67	20.0%
Vestal	6	1.8%
TOTAL	335	100%

PROGRAM	TIMES MENTIONED	PERCENTAGES
Chinese Immersion	21	6.3%
Creative Science School	23	6.9%
Japanese Immersion	38	11.3%
Neighborhood Program	198	59.1%
Russian Immersion	6	1.8%
Spanish Immersion	49	14.6%
TOTAL	335	100%

RACE/ETHNICITY	TIMES MENTIONED	PERCENTAGES
Asian	39	11.6%
Black	40	11.9%
Latino	91	27.2%
Multiple/Asian/White	24	7.2%
Multi-Racial	28	8.4%
Native	3	0.9%
Pacific Islander	1	0.3%
White	109	32.5%
TOTAL	335	100%

Please note, some of the questions in this document allow for more than one response. The tables of percentages pertaining to these questions are based on the number of people who responded to the relative question, not the number of responses received.

1). Do you have current or soon to be middle school-aged children in the Portland Public School District, right?

TIMES MENTIONED

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	21	23	38	198	6	49	335
No	0	0	0	0	0	0	0
TOTAL	21	23	38	198	6	49	335

PERCENTAGES

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	100%	100%	100%	100%	100%	100%	100%
No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TOTAL	100%	100%	100%	100%	100%	100%	100%

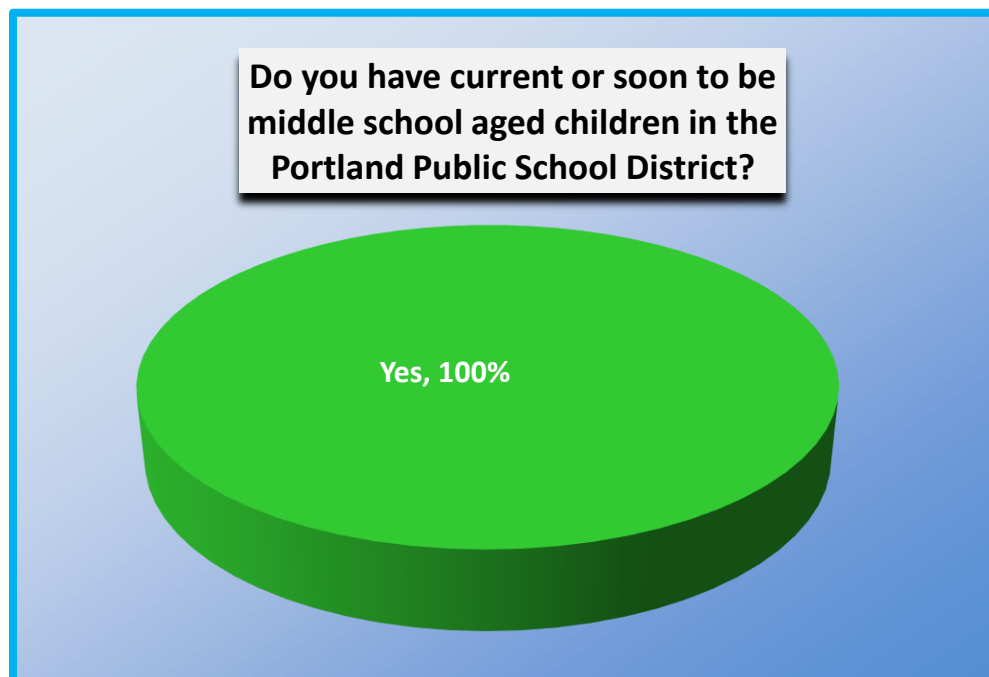
(Question 1 continued, "Do you have current or soon to be middle school-aged children in the Portland Public School District, right?")

TIMES MENTIONED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	39	40	91	24	28	3	1	109	335
No	0	0	0	0	0	0	0	0	0
TOTAL	39	40	91	24	28	3	1	109	335

PERCENTAGES

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	100%	100%	100%	100%	100%	100%	100%	100%	100%
No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%



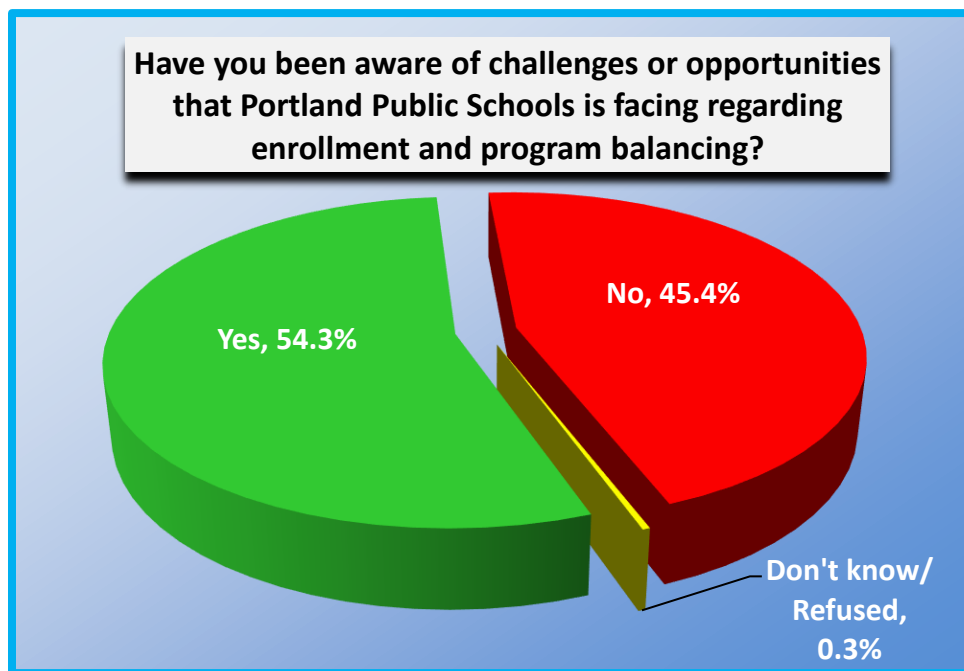
2). Have you been aware of challenges or opportunities that the Portland Public School District is facing regarding enrollment and program balancing?

TIMES MENTIONED

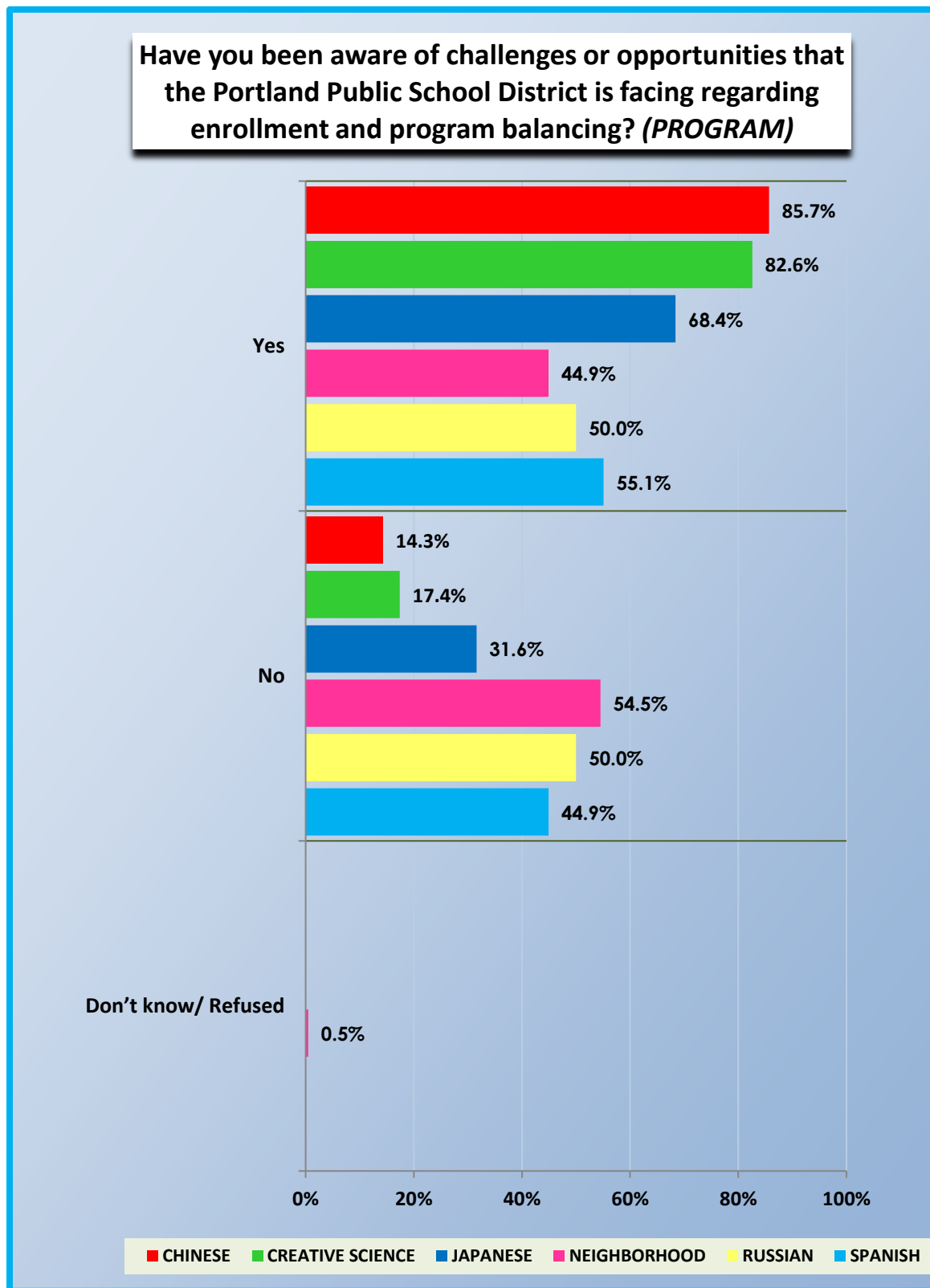
RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	18	19	26	89	3	27	182
No	3	4	12	108	3	22	152
Don't know/ Refused	0	0	0	1	0	0	1
TOTAL	21	23	38	198	6	49	335

PERCENTAGES

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	85.7%	82.6%	68.4%	44.9%	50.0%	55.1%	54.3%
No	14.3%	17.4%	31.6%	54.5%	50.0%	44.9%	45.4%
Don't know/ Refused	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.3%
TOTAL	100%	100%	100%	100%	100%	100%	100%



(Question 2 continued, "Have you been aware of challenges or opportunities that the Portland Public School District is facing regarding enrollment and program balancing?")



(Question 2 continued, "Have you been aware of challenges or opportunities that the Portland Public School District is facing regarding enrollment and program balancing?")

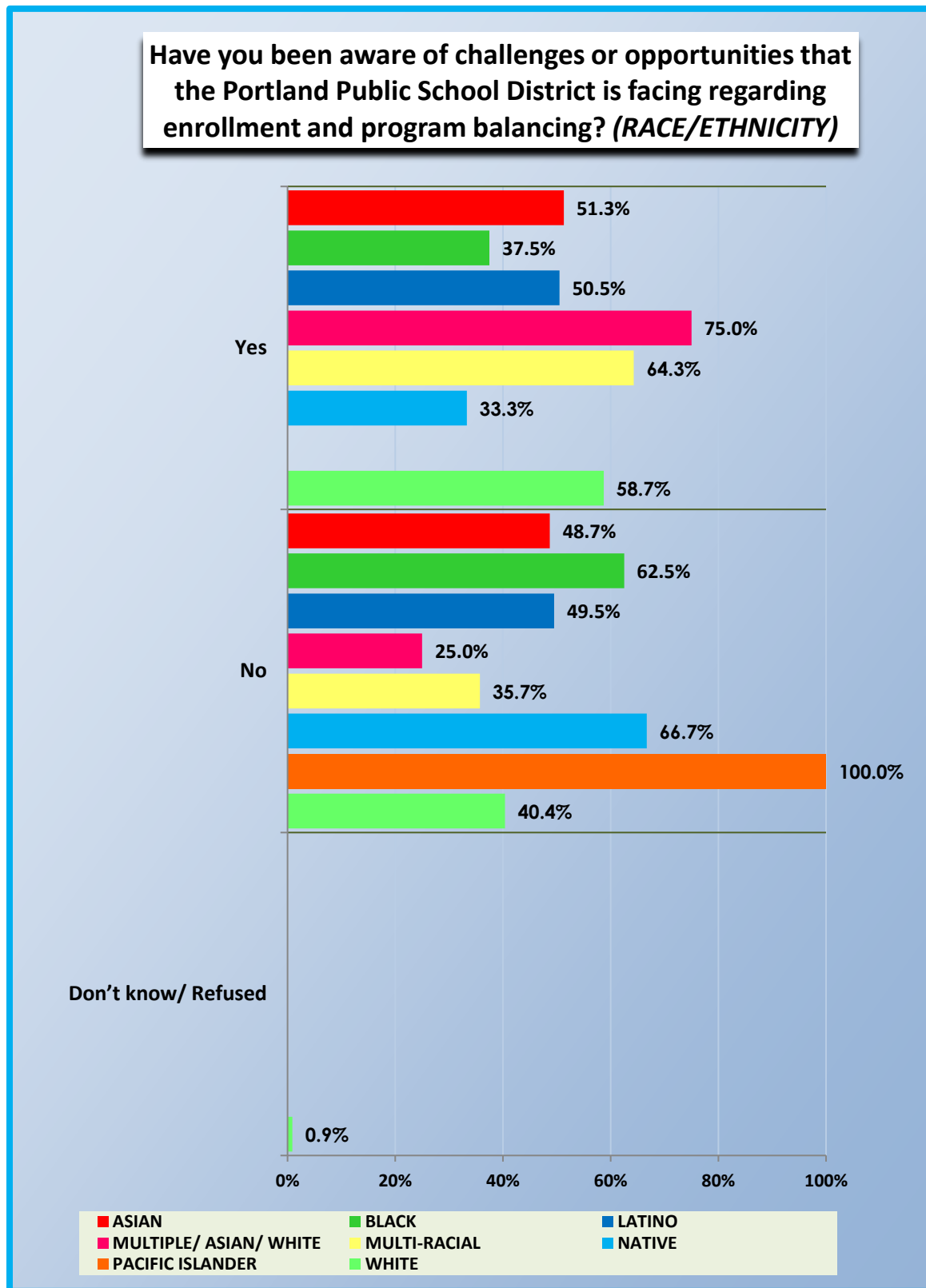
TIMES MENTIONED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	20	15	46	18	18	1	0	64	182
No	19	25	45	6	10	2	1	44	152
Don't know/ Refused	0	0	0	0	0	0	0	1	1
TOTAL	39	40	91	24	28	3	1	109	335

PERCENTAGES

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	51.3%	37.5%	50.5%	75.0%	64.3%	33.3%	0.0%	58.7%	54.3%
No	48.7%	62.5%	49.5%	25.0%	35.7%	66.7%	100%	40.4%	45.4%
Don't know/ Refused	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.3%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

(Question 2 continued, "Have you been aware of challenges or opportunities that the Portland Public School District is facing regarding enrollment and program balancing?")



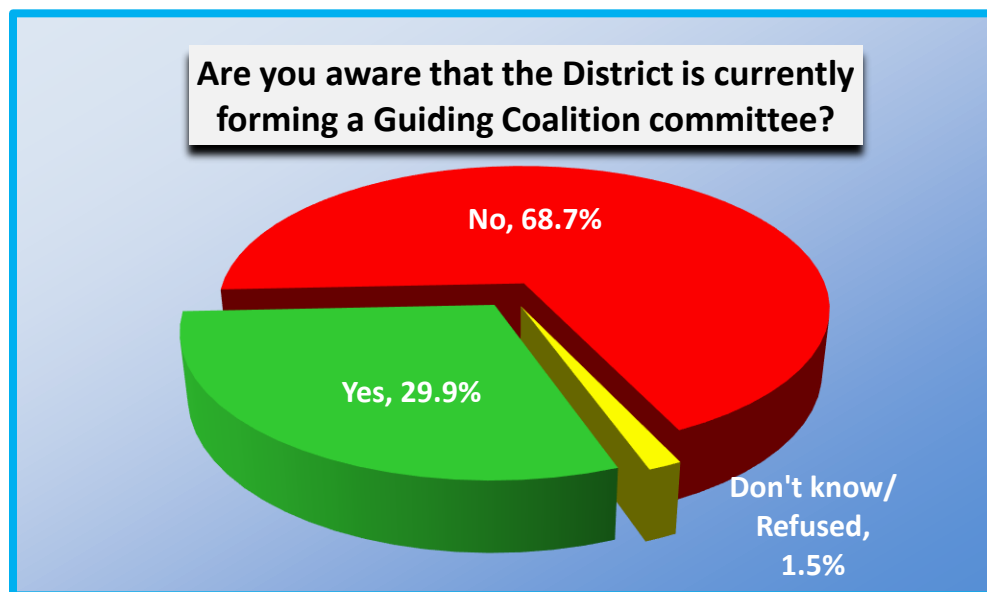
- 3). Are you aware that the District is currently forming a Guiding Coalition committee to study and ultimately provide a recommendation on enrollment and program balancing, including an attendance area for a new middle school in southeast Portland by the end 2020?

TIMES MENTIONED

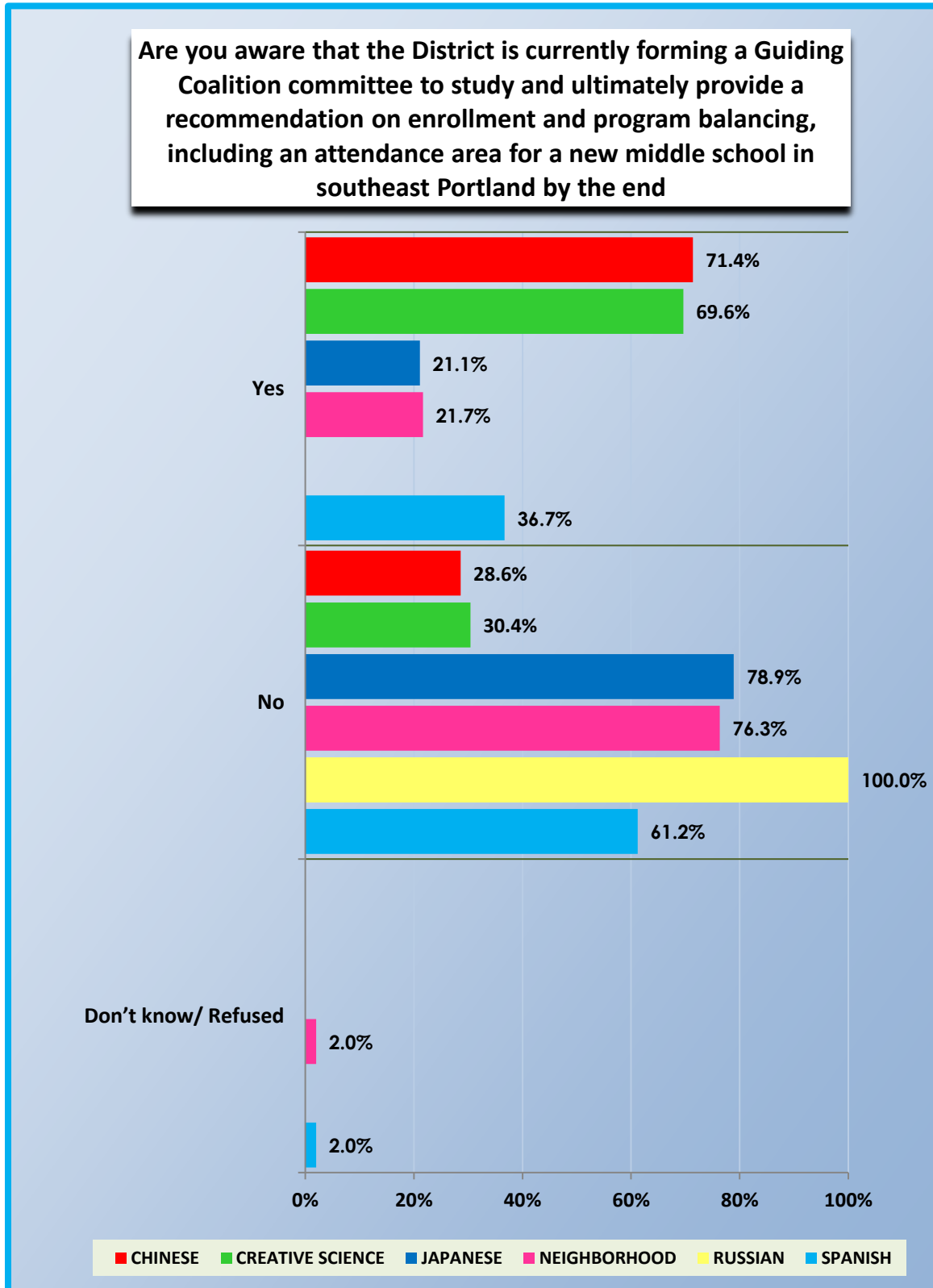
RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	15	16	8	43	0	18	100
No	6	7	30	151	6	30	230
Don't know/ Refused	0	0	0	4	0	1	5
TOTAL	21	23	38	198	6	49	335

PERCENTAGES

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	71.4%	69.6%	21.1%	21.7%	0.0%	36.7%	29.9%
No	28.6%	30.4%	78.9%	76.3%	100%	61.2%	68.7%
Don't know/ Refused	0.0%	0.0%	0.0%	2.0%	0.0%	2.0%	1.5%
TOTAL	100%	100%	100%	100%	100%	100%	100%



(Question 3 continued, “Are you aware that the District is currently forming a Guiding Coalition committee to study and ultimately provide a recommendation on enrollment and program balancing, including an attendance area for a new middle school in southeast Portland by the end 2020?”)



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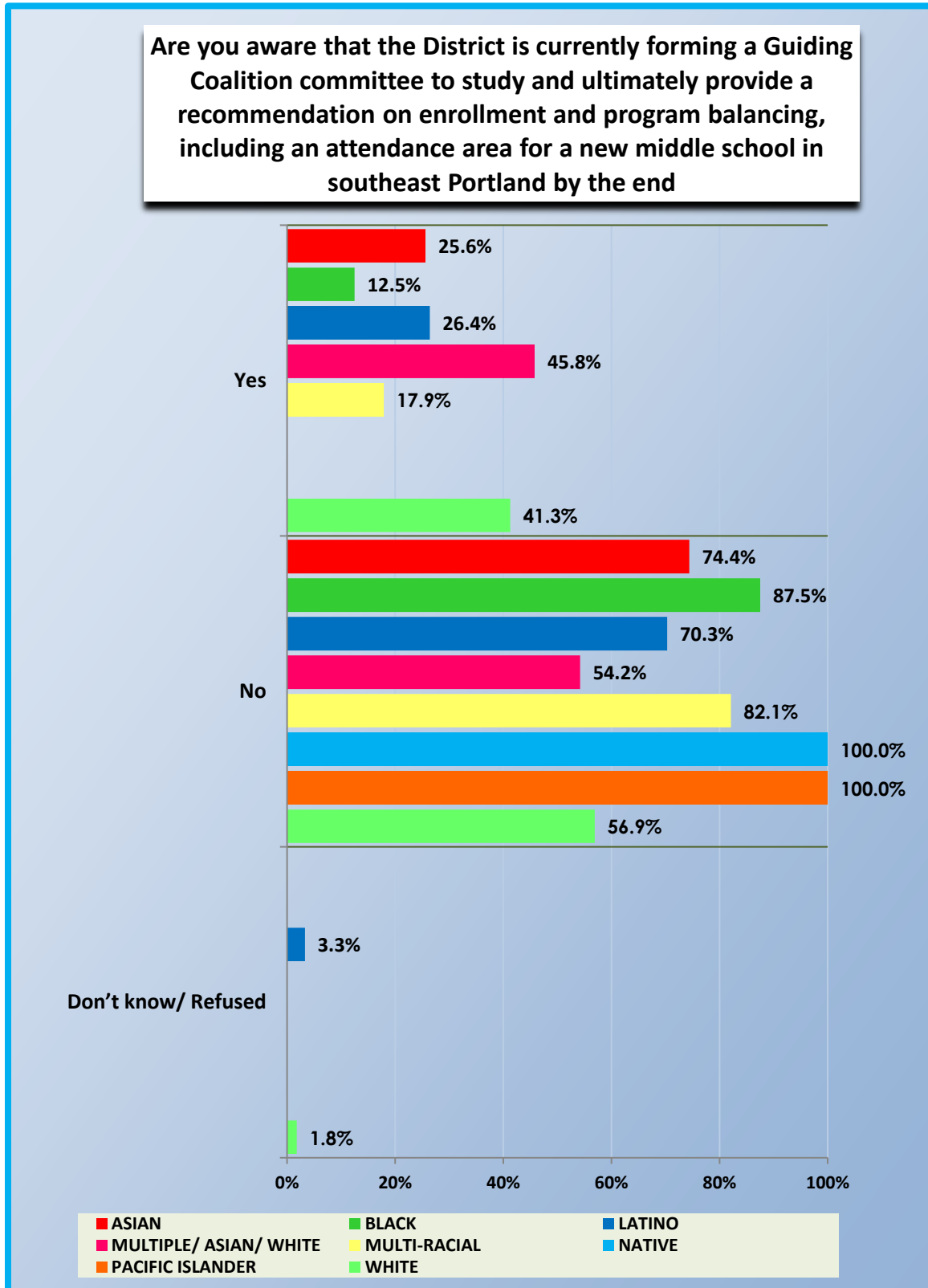
TIMES MENTIONED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	10	5	24	11	5	0	0	45	100
No	29	35	64	13	23	3	1	62	230
Don't know/ Refused	0	0	3	0	0	0	0	2	5
TOTAL	39	40	91	24	28	3	1	109	335

PERCENTAGES

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	25.6%	12.5%	26.4%	45.8%	17.9%	0.0%	0.0%	41.3%	29.9%
No	74.4%	87.5%	70.3%	54.2%	82.1%	100%	100%	56.9%	68.7%
Don't know/ Refused	0.0%	0.0%	3.3%	0.0%	0.0%	0.0%	0.0%	1.8%	1.5%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

(Question 3 continued, "Are you aware that the District is currently forming a Guiding Coalition committee to study and ultimately provide a recommendation on enrollment and program balancing, including an attendance area for a new middle school in southeast Portland by the end 2020?")



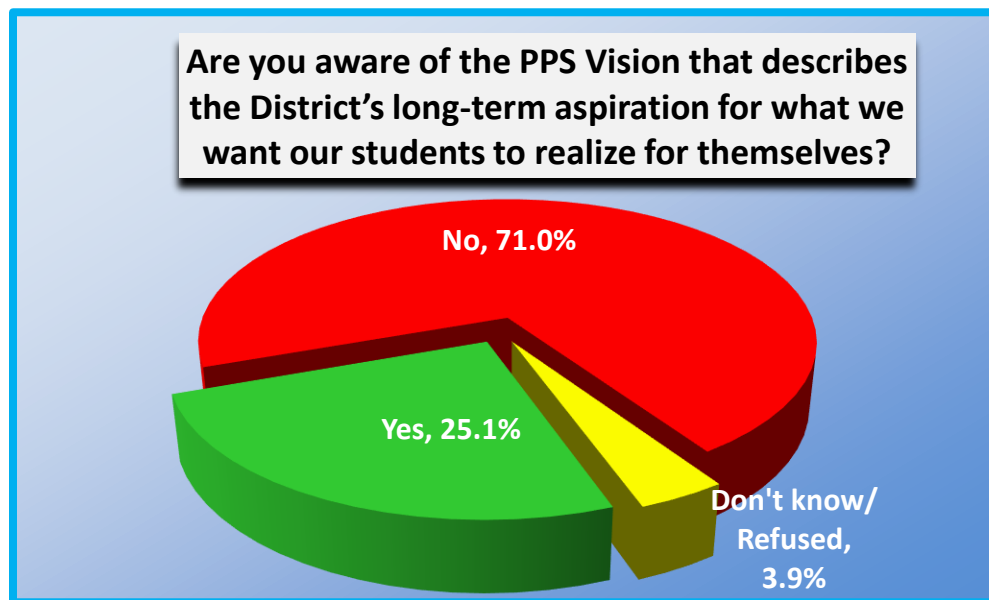
4). Are you aware of the PPS Vision that describes the District's long-term aspiration for what we want our students to realize for themselves?

TIMES MENTIONED

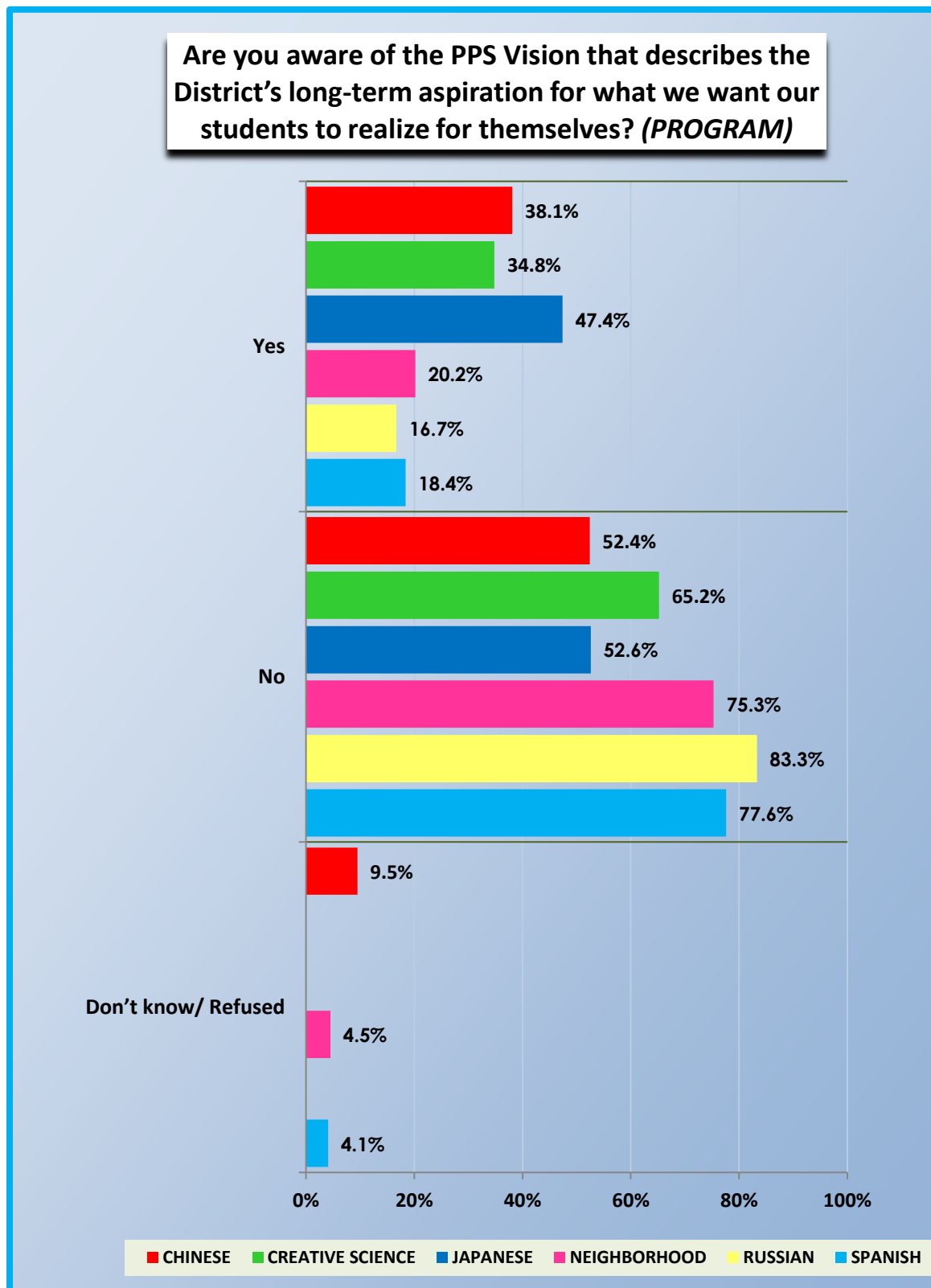
RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	8	8	18	40	1	9	84
No	11	15	20	149	5	38	238
Don't know/ Refused	2	0	0	9	0	2	13
TOTAL	21	23	38	198	6	49	335

PERCENTAGES

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	38.1%	34.8%	47.4%	20.2%	16.7%	18.4%	25.1%
No	52.4%	65.2%	52.6%	75.3%	83.3%	77.6%	71.0%
Don't know/ Refused	9.5%	0.0%	0.0%	4.5%	0.0%	4.1%	3.9%
TOTAL	100%	100%	100%	100%	100%	100%	100%



(Question 4 continued, “Are you aware of the PPS Vision that describes the District’s long-term aspiration for what we want our students to realize for themselves?”)



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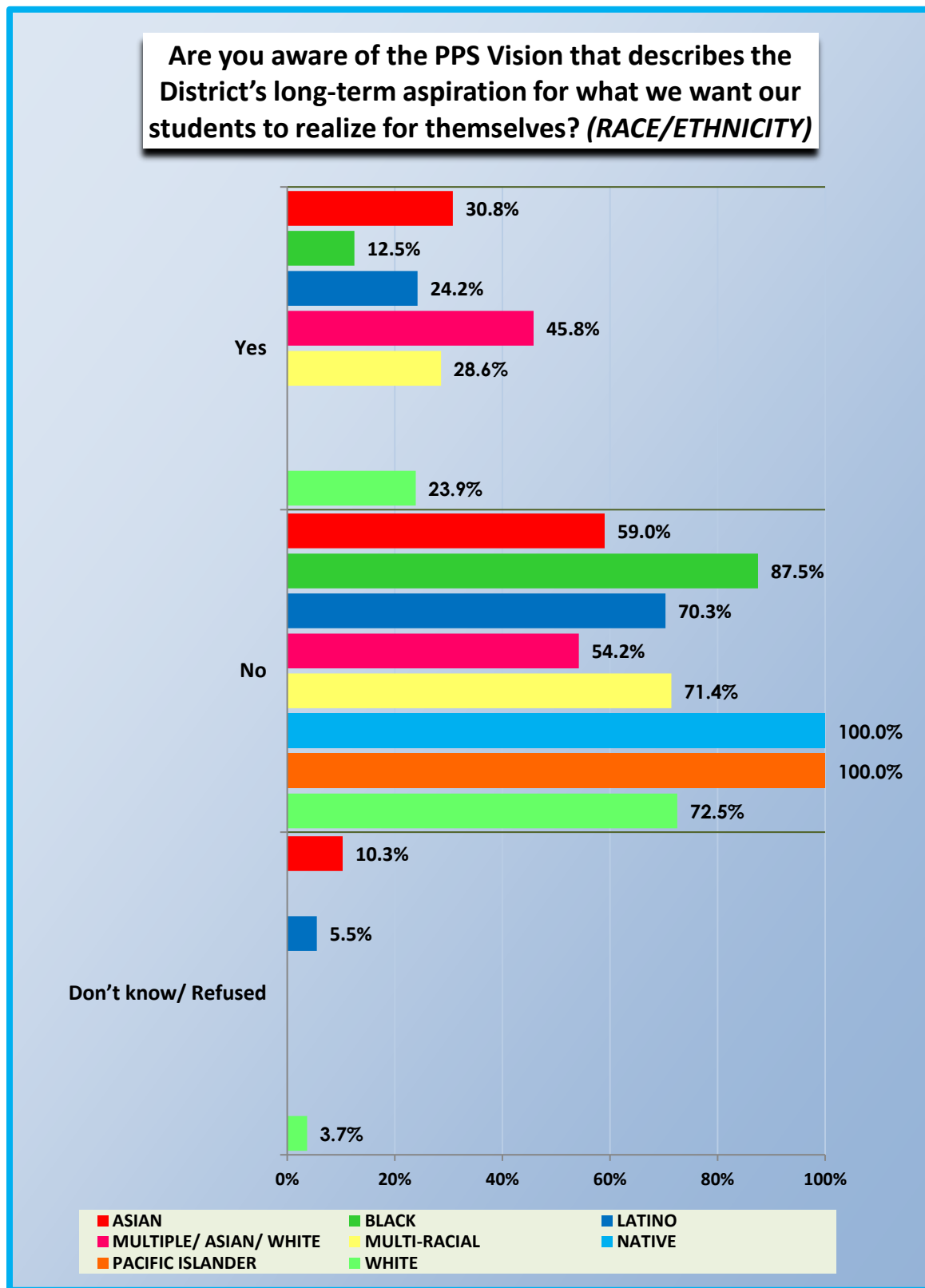
TIMES MENTIONED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	12	5	22	11	8	0	0	26	84
No	23	35	64	13	20	3	1	79	238
Don't know/ Refused	4	0	5	0	0	0	0	4	13
TOTAL	39	40	91	24	28	3	1	109	335

PERCENTAGES

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	30.8%	12.5%	24.2%	45.8%	28.6%	0.0%	0.0%	23.9%	25.1%
No	59.0%	87.5%	70.3%	54.2%	71.4%	100%	100%	72.5%	71.0%
Don't know/ Refused	10.3%	0.0%	5.5%	0.0%	0.0%	0.0%	0.0%	3.7%	3.9%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

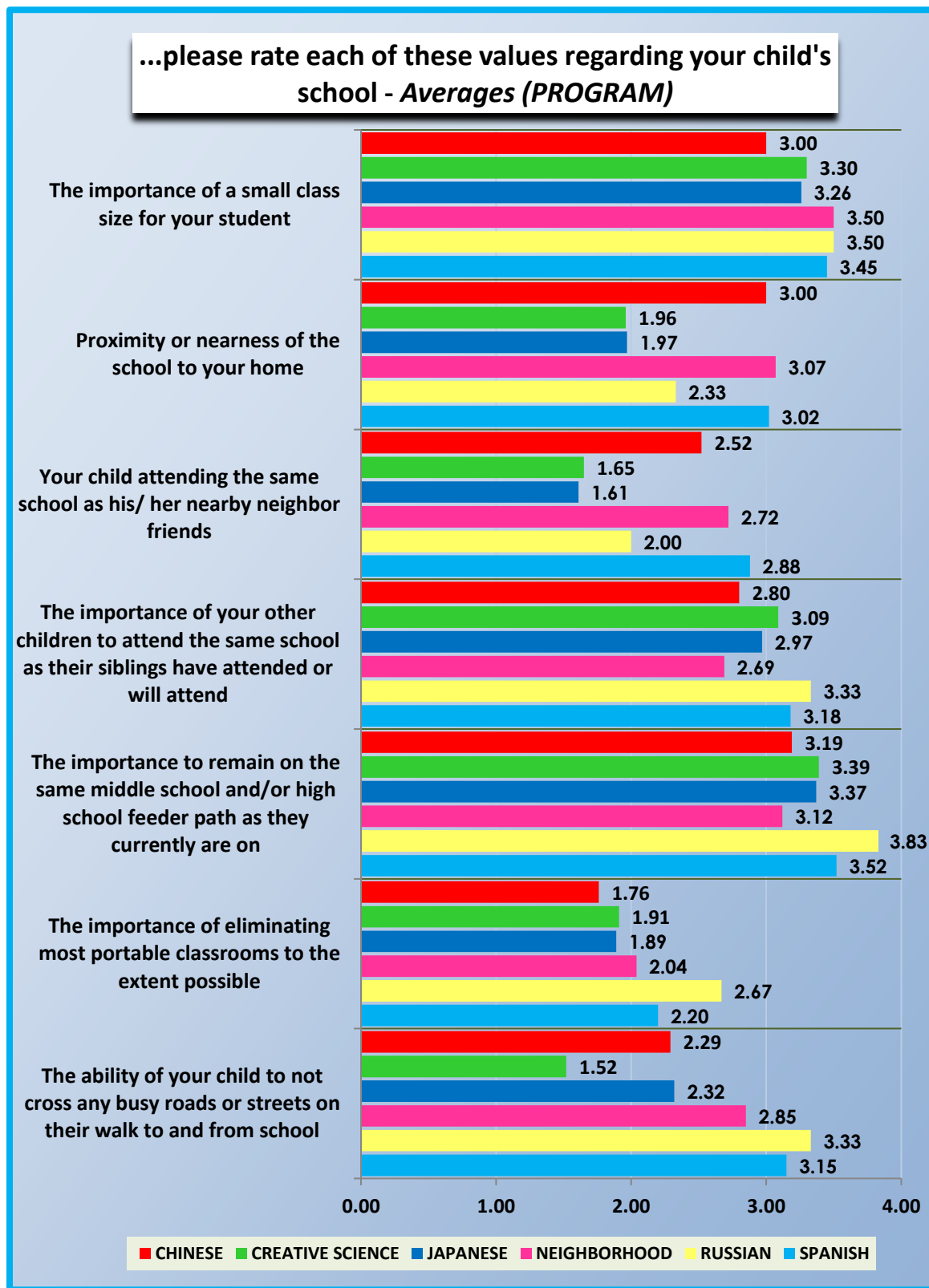
(Question 4 continued, “Are you aware of the PPS Vision that describes the District’s long-term aspiration for what we want our students to realize for themselves?”)



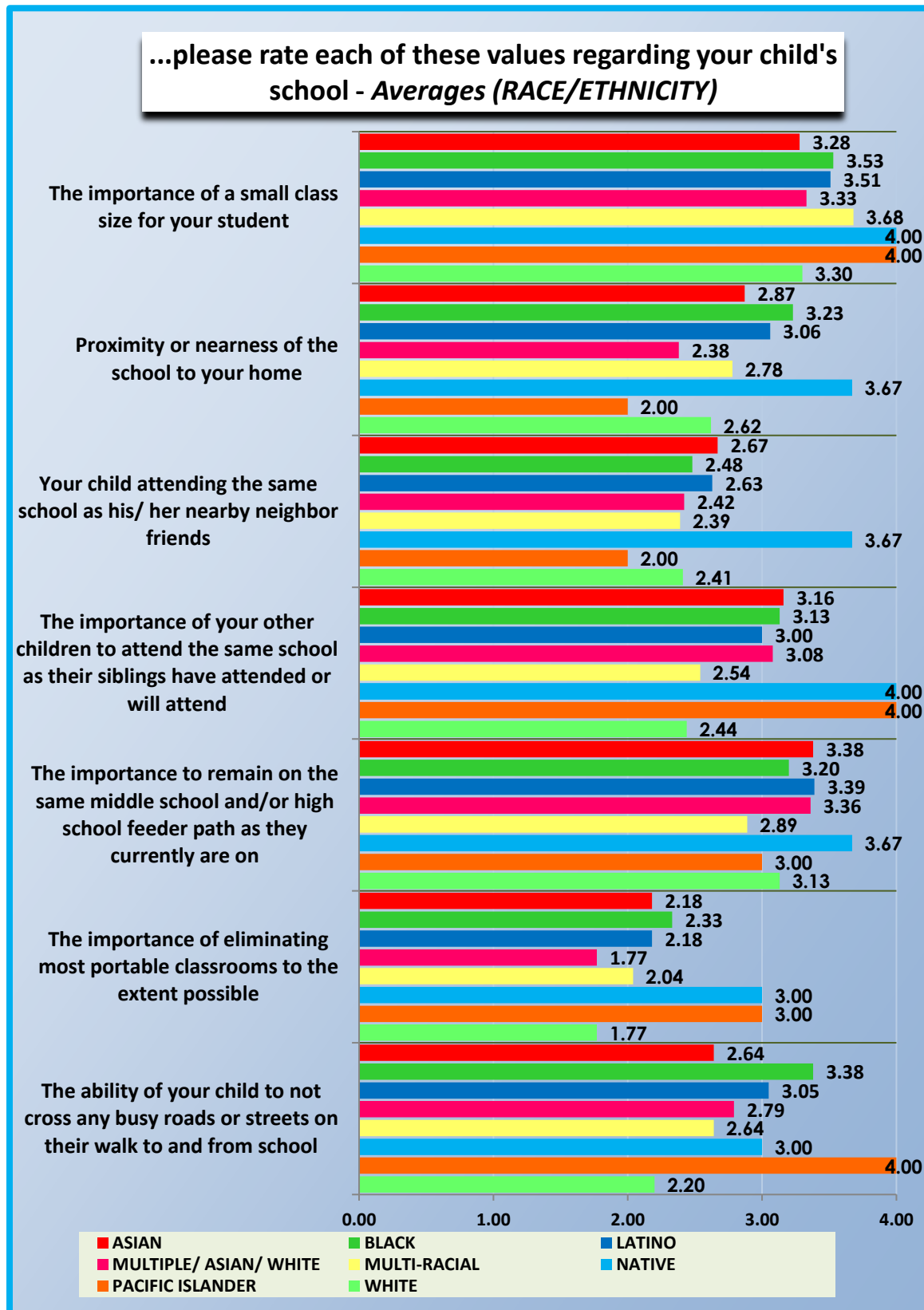
- 5). Please rate some values that could be important to you as a parent or guardian regarding your student's school. Please rate each with an "A" for extremely important, a "B" for a bit less important, a "C" which represents about average importance, a "D" for not very important, or an "F" which would represent no importance whatsoever.



(Question 5 continued, "...please rate each of these values regarding your student's school?")



(Question 5 continued, "...please rate each of these values regarding your student's school?")



(Question 5 continued, "...please rate each of these values regarding your student's school?")

A) THE IMPORTANCE OF A SMALL CLASS SIZE FOR YOUR STUDENT

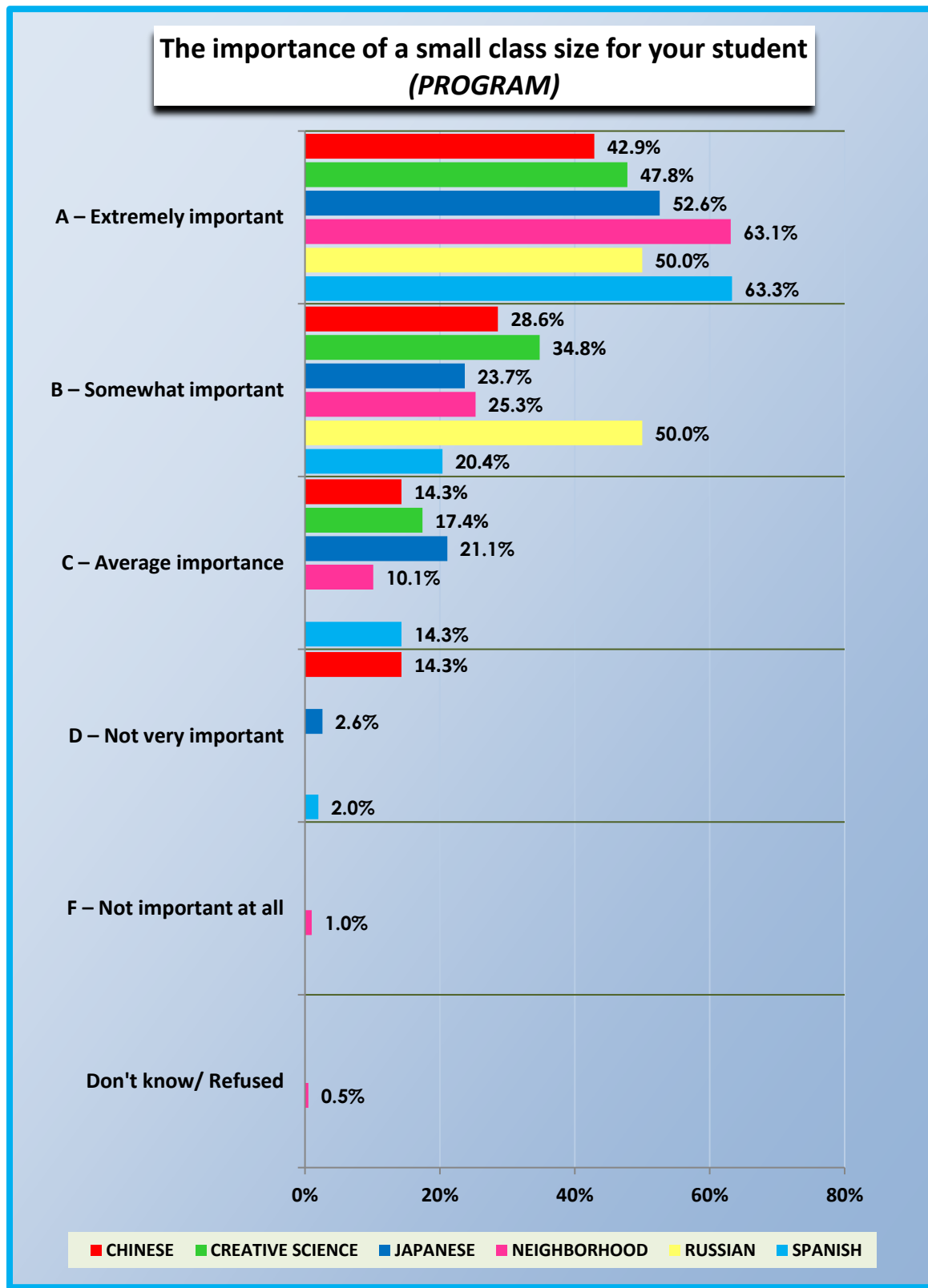
TIMES MENTIONED

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
A – Extremely important	9	11	20	125	3	31	199
B – Somewhat important	6	8	9	50	3	10	86
C – Average importance	3	4	8	20	0	7	42
D – Not very important	3	0	1	0	0	1	5
F – Not important at all	0	0	0	2	0	0	2
Don't know/Refused	0	0	0	1	0	0	1
AVERAGES	3.00	3.30	3.26	3.50	3.50	3.45	3.42
TOTAL	21	23	38	198	6	49	335

PERCENTAGES

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
A – Extremely important	42.9%	47.8%	52.6%	63.1%	50.0%	63.3%	59.4%
B – Somewhat important	28.6%	34.8%	23.7%	25.3%	50.0%	20.4%	25.7%
C – Average importance	14.3%	17.4%	21.1%	10.1%	0.0%	14.3%	12.5%
D – Not very important	14.3%	0.0%	2.6%	0.0%	0.0%	2.0%	1.5%
F – Not important at all	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	0.6%
Don't know/Refused	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.3%
TOTAL	100%	100%	100%	100%	100%	100%	100%

(Question 5 continued, "...please rate each of these values regarding your student's school?")



(Question 5 continued, "...please rate each of these values regarding your student's school?")

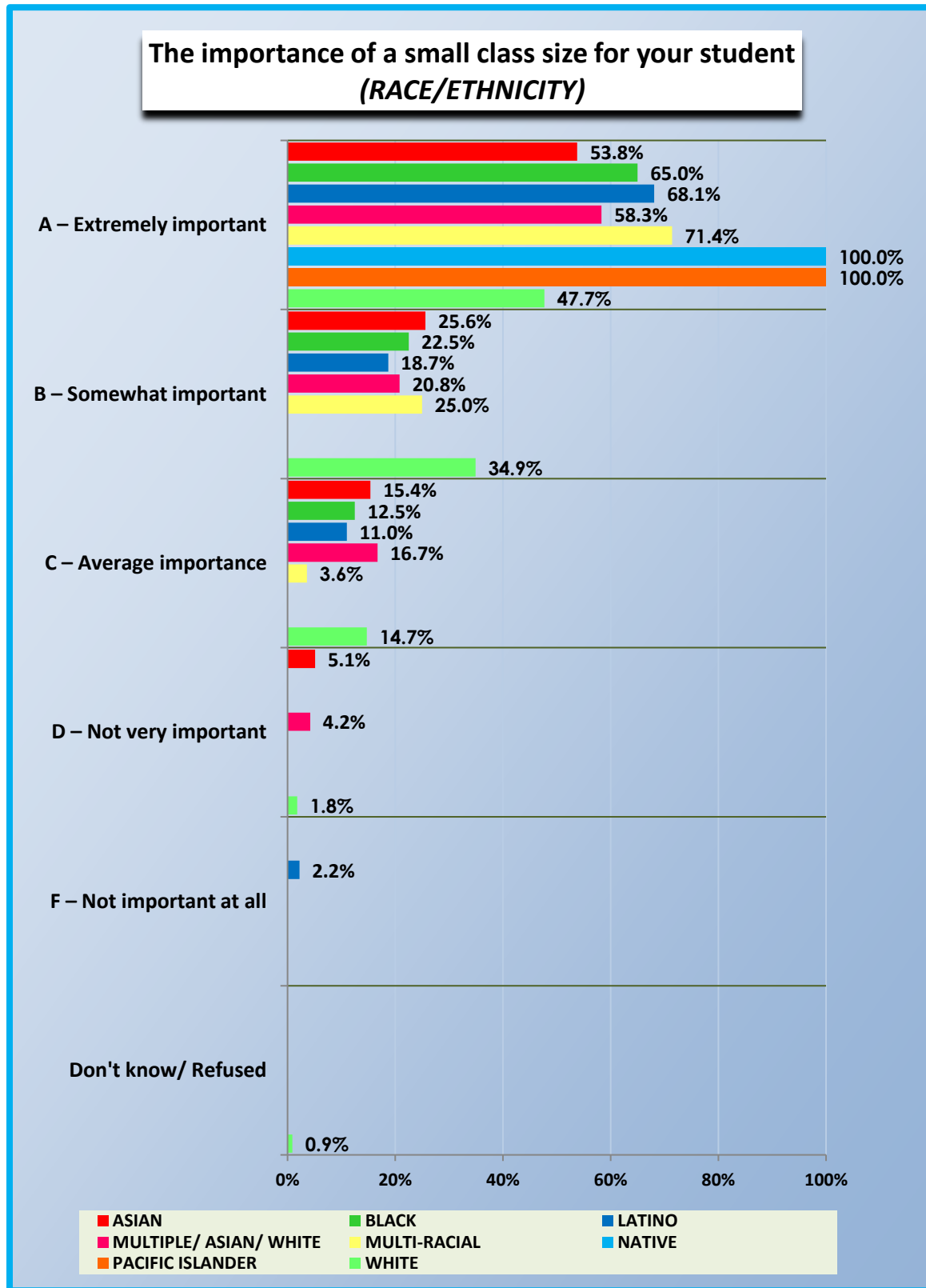
TIMES MENTIONED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
A – Extremely important	21	26	62	14	20	3	1	52	199
B – Somewhat important	10	9	17	5	7	0	0	38	86
C – Average importance	6	5	10	4	1	0	0	16	42
D – Not very important	2	0	0	1	0	0	0	2	5
F – Not important at all	0	0	2	0	0	0	0	0	2
Don't know/ Refused	0	0	0	0	0	0	0	1	1
AVERAGES	3.28	3.53	3.51	3.33	3.68	4.00	4.00	3.30	3.42
TOTAL	39	40	91	24	28	3	1	109	335

PERCENTAGES

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
A – Extremely important	53.8%	65.0%	68.1%	58.3%	71.4%	100%	100%	47.7%	59.4%
B – Somewhat important	25.6%	22.5%	18.7%	20.8%	25.0%	0.0%	0.0%	34.9%	25.7%
C – Average importance	15.4%	12.5%	11.0%	16.7%	3.6%	0.0%	0.0%	14.7%	12.5%
D – Not very important	5.1%	0.0%	0.0%	4.2%	0.0%	0.0%	0.0%	1.8%	1.5%
F – Not important at all	0.0%	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%
Don't know/ Refused	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.3%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

(Question 5 continued, "...please rate each of these values regarding your student's school?")



(Question 5 continued, "...please rate each of these values regarding your student's school?")

B) PROXIMITY OR NEARNESS OF THE SCHOOL TO YOUR HOME

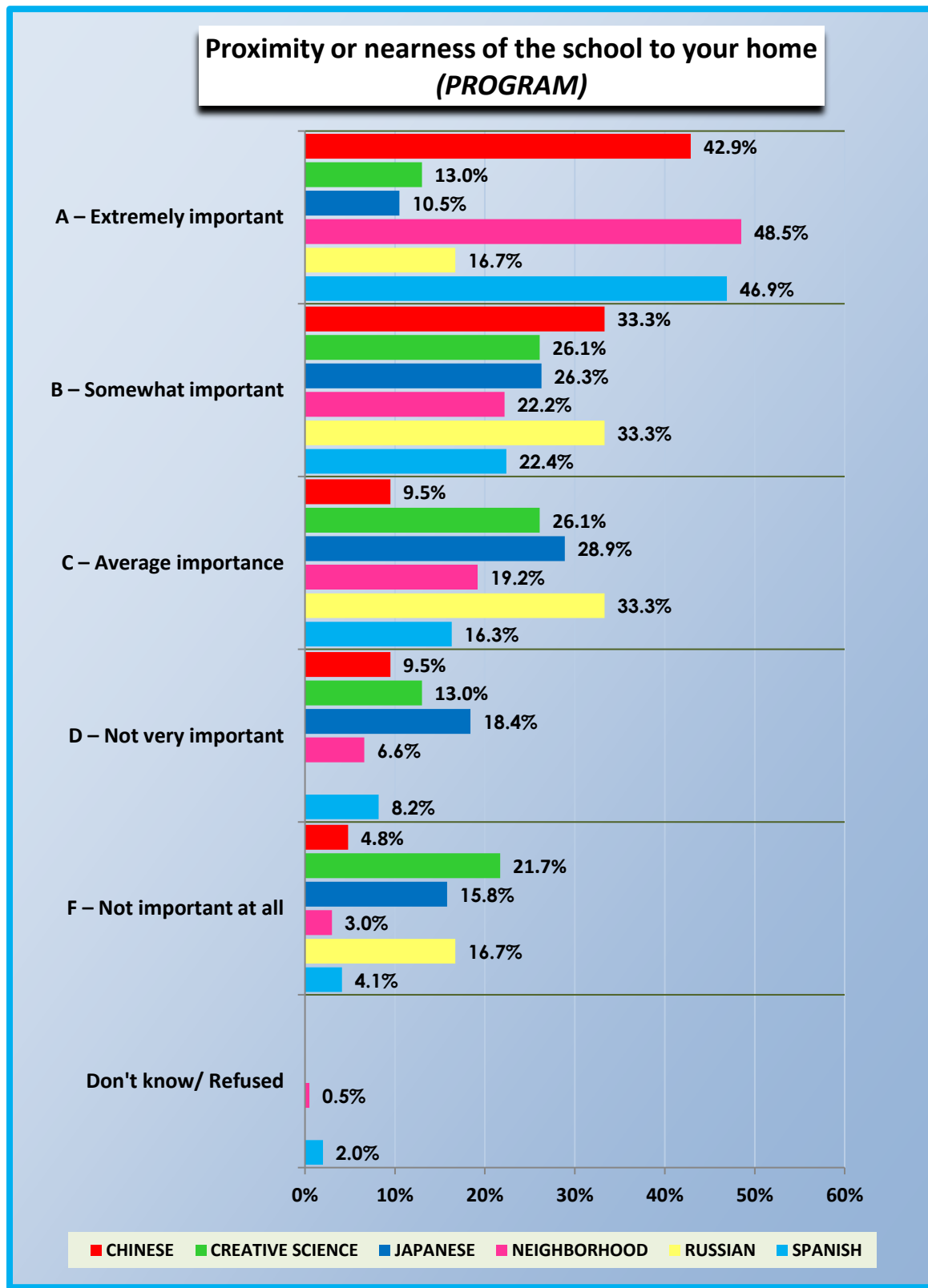
TIMES MENTIONED

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
A – Extremely important	9	3	4	96	1	23	136
B – Somewhat important	7	6	10	44	2	11	80
C – Average importance	2	6	11	38	2	8	67
D – Not very important	2	3	7	13	0	4	29
F – Not important at all	1	5	6	6	1	2	21
Don't know/ Refused	0	0	0	1	0	1	2
AVERAGES	3.00	1.96	1.97	3.07	2.33	3.02	2.84
TOTAL	21	23	38	198	6	49	335

PERCENTAGES

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
A – Extremely important	42.9%	13.0%	10.5%	48.5%	16.7%	46.9%	40.6%
B – Somewhat important	33.3%	26.1%	26.3%	22.2%	33.3%	22.4%	23.9%
C – Average importance	9.5%	26.1%	28.9%	19.2%	33.3%	16.3%	20.0%
D – Not very important	9.5%	13.0%	18.4%	6.6%	0.0%	8.2%	8.7%
F – Not important at all	4.8%	21.7%	15.8%	3.0%	16.7%	4.1%	6.3%
Don't know/ Refused	0.0%	0.0%	0.0%	0.5%	0.0%	2.0%	0.6%
TOTAL	100%	100%	100%	100%	100%	100%	100%

(Question 5 continued, "...please rate each of these values regarding your student's school?")



(Question 5 continued, "...please rate each of these values regarding your student's school?")

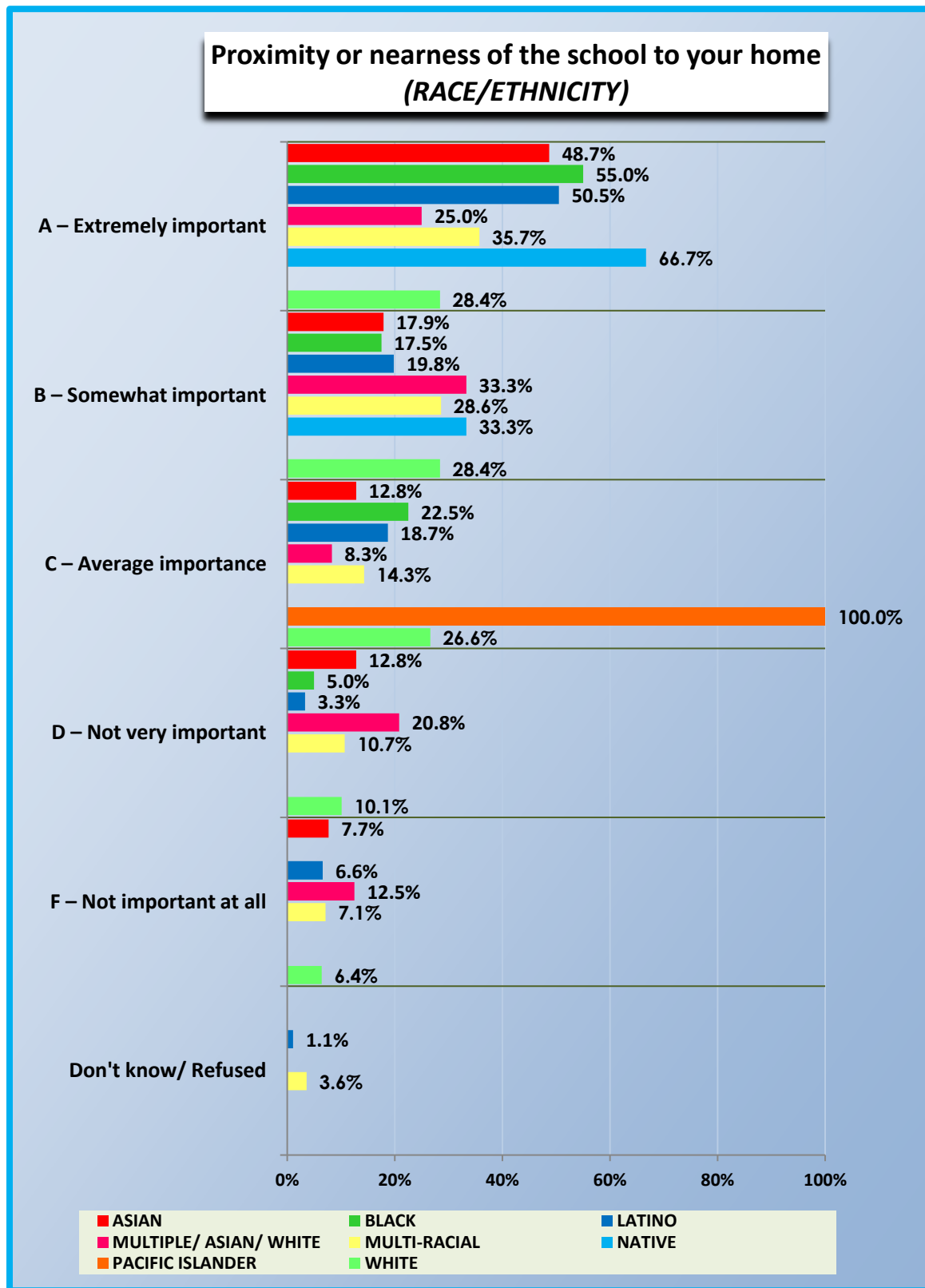
TIMES MENTIONED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
A – Extremely important	19	22	46	6	10	2	0	31	136
B – Somewhat important	7	7	18	8	8	1	0	31	80
C – Average importance	5	9	17	2	4	0	1	29	67
D – Not very important	5	2	3	5	3	0	0	11	29
F – Not important at all	3	0	6	3	2	0	0	7	21
Don't know/ Refused	0	0	1	0	1	0	0	0	2
AVERAGES	2.87	3.23	3.06	2.38	2.78	3.67	2.00	2.62	2.84
TOTAL	39	40	91	24	28	3	1	109	335

PERCENTAGES

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
A – Extremely important	48.7%	55.0%	50.5%	25.0%	35.7%	66.7%	0.0%	28.4%	40.6%
B – Somewhat important	17.9%	17.5%	19.8%	33.3%	28.6%	33.3%	0.0%	28.4%	23.9%
C – Average importance	12.8%	22.5%	18.7%	8.3%	14.3%	0.0%	100%	26.6%	20.0%
D – Not very important	12.8%	5.0%	3.3%	20.8%	10.7%	0.0%	0.0%	10.1%	8.7%
F – Not important at all	7.7%	0.0%	6.6%	12.5%	7.1%	0.0%	0.0%	6.4%	6.3%
Don't know/ Refused	0.0%	0.0%	1.1%	0.0%	3.6%	0.0%	0.0%	0.0%	0.6%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

(Question 5 continued, "...please rate each of these values regarding your student's school?")



(Question 5 continued, "...please rate each of these values regarding your student's school?")

C) YOUR CHILD ATTENDING THE SAME SCHOOL AS HIS/HER NEARBY NEIGHBOR FRIENDS

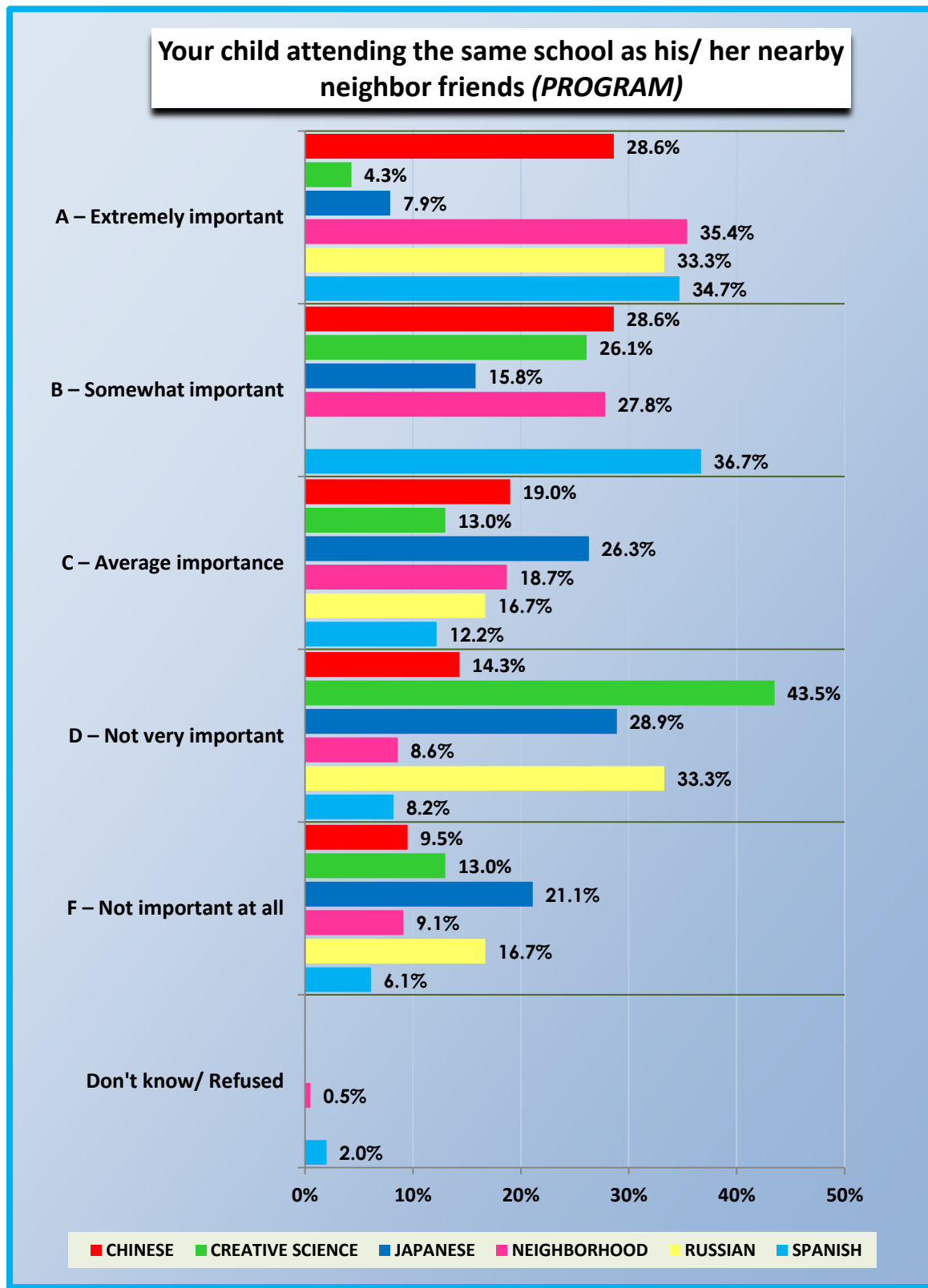
TIMES MENTIONED

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
A – Extremely important	6	1	3	70	2	17	99
B – Somewhat important	6	6	6	55	0	18	91
C – Average importance	4	3	10	37	1	6	61
D – Not very important	3	10	11	17	2	4	47
F – Not important at all	2	3	8	18	1	3	35
Don't know/ Refused	0	0	0	1	0	1	2
AVERAGES	2.52	1.65	1.61	2.72	2.00	2.88	2.52
TOTAL	21	23	38	198	6	49	335

PERCENTAGES

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
A – Extremely important	28.6%	4.3%	7.9%	35.4%	33.3%	34.7%	29.6%
B – Somewhat important	28.6%	26.1%	15.8%	27.8%	0.0%	36.7%	27.2%
C – Average importance	19.0%	13.0%	26.3%	18.7%	16.7%	12.2%	18.2%
D – Not very important	14.3%	43.5%	28.9%	8.6%	33.3%	8.2%	14.0%
F – Not important at all	9.5%	13.0%	21.1%	9.1%	16.7%	6.1%	10.4%
Don't know/ Refused	0.0%	0.0%	0.0%	0.5%	0.0%	2.0%	0.6%
TOTAL	100%	100%	100%	100%	100%	100%	100%

(Question 5 continued, "...please rate each of these values regarding your student's school?")



(Question 5 continued, "...please rate each of these values regarding your student's school?")

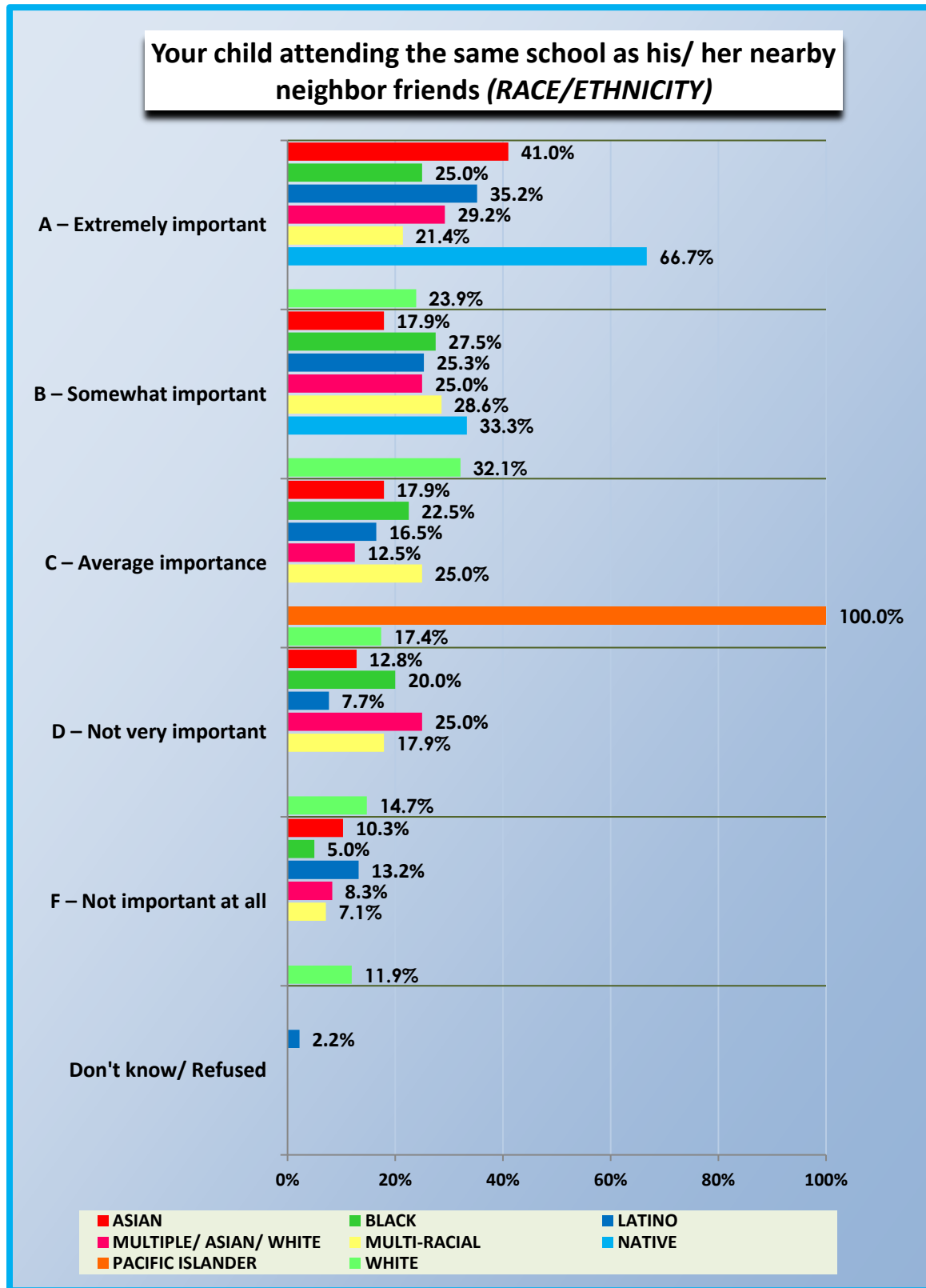
TIMES MENTIONED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
A – Extremely important	16	10	32	7	6	2	0	26	99
B – Somewhat important	7	11	23	6	8	1	0	35	91
C – Average importance	7	9	15	3	7	0	1	19	61
D – Not very important	5	8	7	6	5	0	0	16	47
F – Not important at all	4	2	12	2	2	0	0	13	35
Don't know/ Refused	0	0	2	0	0	0	0	0	2
AVERAGES	2.67	2.48	2.63	2.42	2.39	3.67	2.00	2.41	2.52
TOTAL	39	40	91	24	28	3	1	109	335

PERCENTAGES

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
A – Extremely important	41.0%	25.0%	35.2%	29.2%	21.4%	66.7%	0.0%	23.9%	29.6%
B – Somewhat important	17.9%	27.5%	25.3%	25.0%	28.6%	33.3%	0.0%	32.1%	27.2%
C – Average importance	17.9%	22.5%	16.5%	12.5%	25.0%	0.0%	100%	17.4%	18.2%
D – Not very important	12.8%	20.0%	7.7%	25.0%	17.9%	0.0%	0.0%	14.7%	14.0%
F – Not important at all	10.3%	5.0%	13.2%	8.3%	7.1%	0.0%	0.0%	11.9%	10.4%
Don't know/ Refused	0.0%	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

(Question 5 continued, "...please rate each of these values regarding your student's school?")



(Question 5 continued, "...please rate each of these values regarding your student's school?")

D) THE IMPORTANCE OF YOUR OTHER CHILDREN TO ATTEND THE SAME SCHOOL AS THEIR SIBLINGS HAVE ATTENDED OR WILL ATTEND

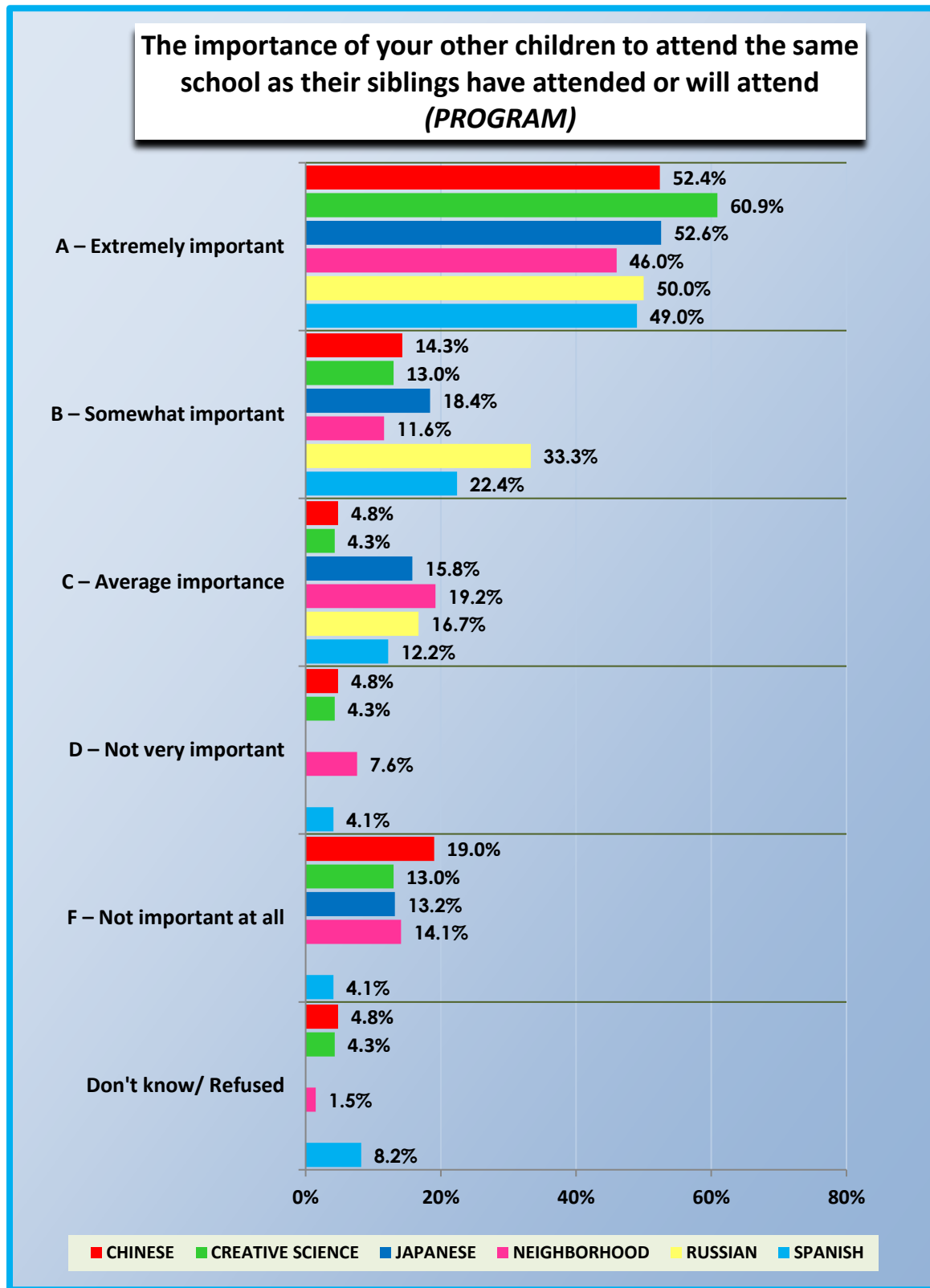
TIMES MENTIONED

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
A – Extremely important	11	14	20	91	3	24	163
B – Somewhat important	3	3	7	23	2	11	49
C – Average importance	1	1	6	38	1	6	53
D – Not very important	1	1	0	15	0	2	19
F – Not important at all	4	3	5	28	0	2	42
Don't know/ Refused	1	1	0	3	0	4	9
AVERAGES	2.80	3.09	2.97	2.69	3.33	3.18	2.83
TOTAL	21	23	38	198	6	49	335

PERCENTAGES

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
A – Extremely important	52.4%	60.9%	52.6%	46.0%	50.0%	49.0%	48.7%
B – Somewhat important	14.3%	13.0%	18.4%	11.6%	33.3%	22.4%	14.6%
C – Average importance	4.8%	4.3%	15.8%	19.2%	16.7%	12.2%	15.8%
D – Not very important	4.8%	4.3%	0.0%	7.6%	0.0%	4.1%	5.7%
F – Not important at all	19.0%	13.0%	13.2%	14.1%	0.0%	4.1%	12.5%
Don't know/ Refused	4.8%	4.3%	0.0%	1.5%	0.0%	8.2%	2.7%
TOTAL	100%	100%	100%	100%	100%	100%	100%

(Question 5 continued, "...please rate each of these values regarding your student's school?")



(Question 5 continued, "...please rate each of these values regarding your student's school?")

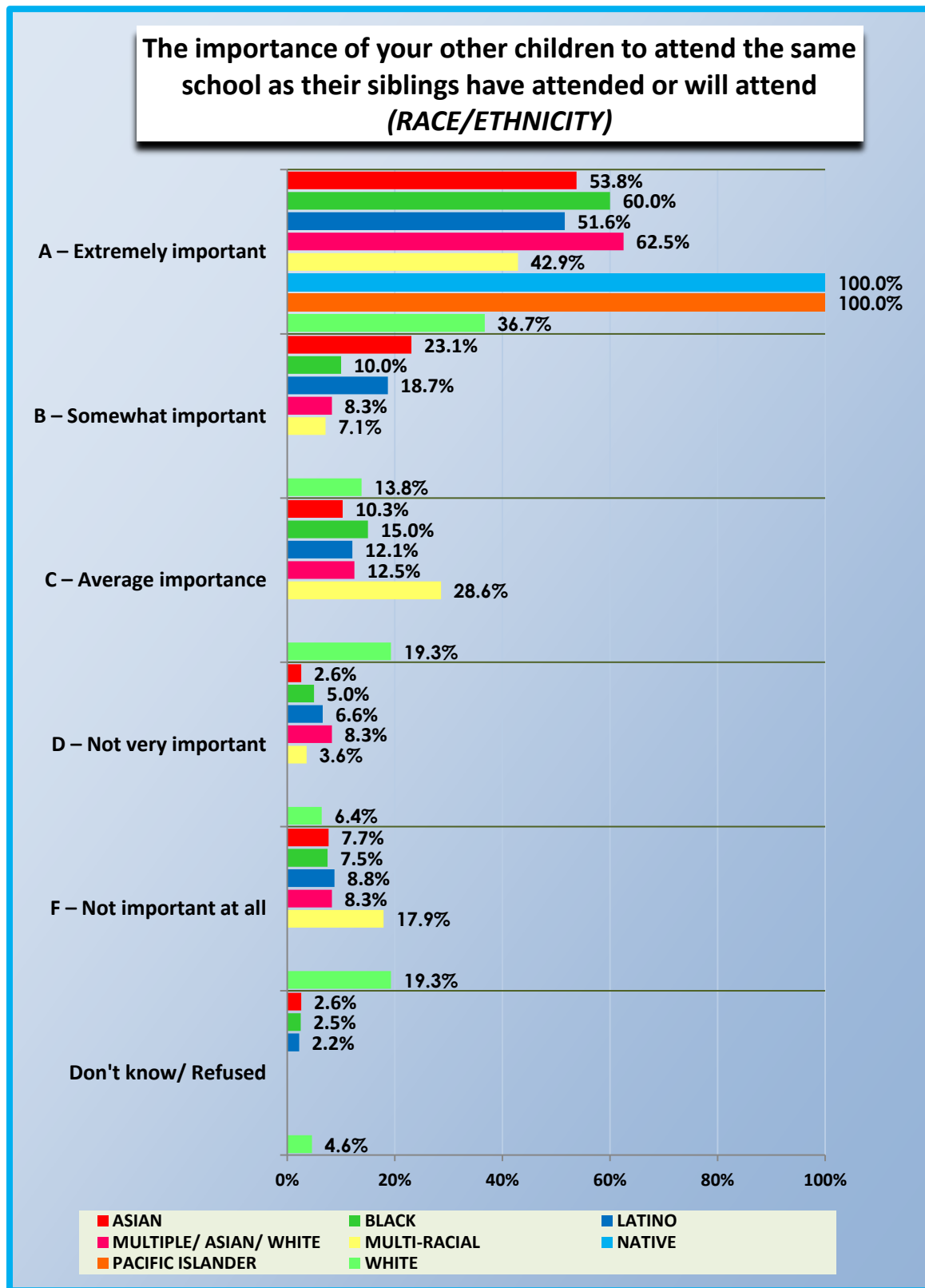
TIMES MENTIONED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
A – Extremely important	21	24	47	15	12	3	1	40	163
B – Somewhat important	9	4	17	2	2	0	0	15	49
C – Average importance	4	6	11	3	8	0	0	21	53
D – Not very important	1	2	6	2	1	0	0	7	19
F – Not important at all	3	3	8	2	5	0	0	21	42
Don't know/ Refused	1	1	2	0	0	0	0	5	9
AVERAGES	3.16	3.13	3.00	3.08	2.54	4.00	4.00	2.44	2.83
TOTAL	39	40	91	24	28	3	1	109	335

PERCENTAGES

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
A – Extremely important	53.8%	60.0%	51.6%	62.5%	42.9%	100%	100%	36.7%	48.7%
B – Somewhat important	23.1%	10.0%	18.7%	8.3%	7.1%	0.0%	0.0%	13.8%	14.6%
C – Average importance	10.3%	15.0%	12.1%	12.5%	28.6%	0.0%	0.0%	19.3%	15.8%
D – Not very important	2.6%	5.0%	6.6%	8.3%	3.6%	0.0%	0.0%	6.4%	5.7%
F – Not important at all	7.7%	7.5%	8.8%	8.3%	17.9%	0.0%	0.0%	19.3%	12.5%
Don't know/ Refused	2.6%	2.5%	2.2%	0.0%	0.0%	0.0%	0.0%	4.6%	2.7%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

(Question 5 continued, "...please rate each of these values regarding your student's school?")



(Question 5 continued, "...please rate each of these values regarding your student's school?")

E) THE IMPORTANCE TO REMAIN ON THE SAME MIDDLE SCHOOL AND/OR HIGH SCHOOL FEEDER PATH AS THEY CURRENTLY ARE ON

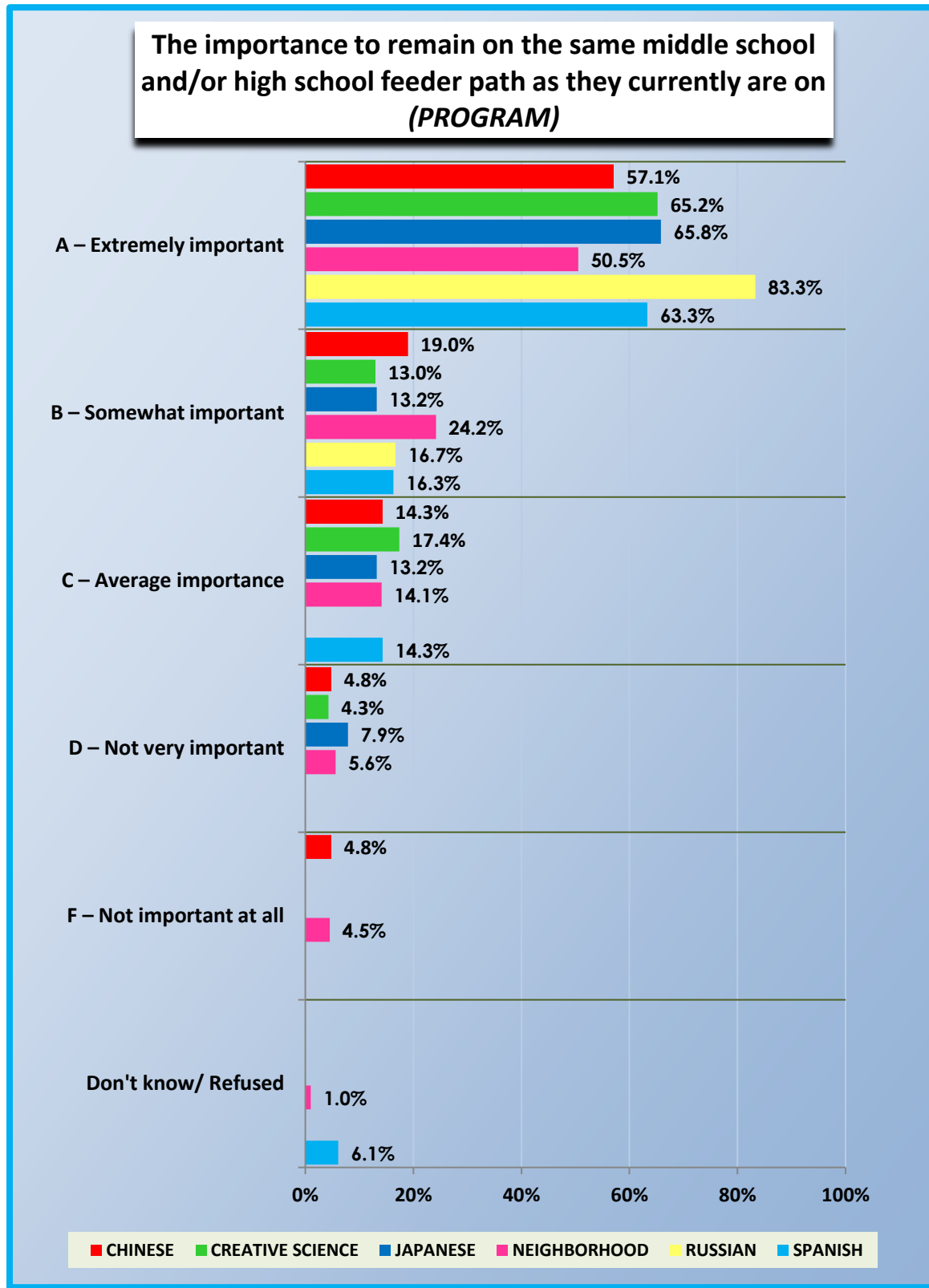
TIMES MENTIONED

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
A – Extremely important	12	15	25	100	5	31	188
B – Somewhat important	4	3	5	48	1	8	69
C – Average importance	3	4	5	28	0	7	47
D – Not very important	1	1	3	11	0	0	16
F – Not important at all	1	0	0	9	0	0	10
Don't know/Refused	0	0	0	2	0	3	5
AVERAGES	3.19	3.39	3.37	3.12	3.83	3.52	3.24
TOTAL	21	23	38	198	6	49	335

PERCENTAGES

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
A – Extremely important	57.1%	65.2%	65.8%	50.5%	83.3%	63.3%	56.1%
B – Somewhat important	19.0%	13.0%	13.2%	24.2%	16.7%	16.3%	20.6%
C – Average importance	14.3%	17.4%	13.2%	14.1%	0.0%	14.3%	14.0%
D – Not very important	4.8%	4.3%	7.9%	5.6%	0.0%	0.0%	4.8%
F – Not important at all	4.8%	0.0%	0.0%	4.5%	0.0%	0.0%	3.0%
Don't know/Refused	0.0%	0.0%	0.0%	1.0%	0.0%	6.1%	1.5%
TOTAL	100%	100%	100%	100%	100%	100%	100%

(Question 5 continued, "...please rate each of these values regarding your student's school?")



(Question 5 continued, "...please rate each of these values regarding your student's school?")

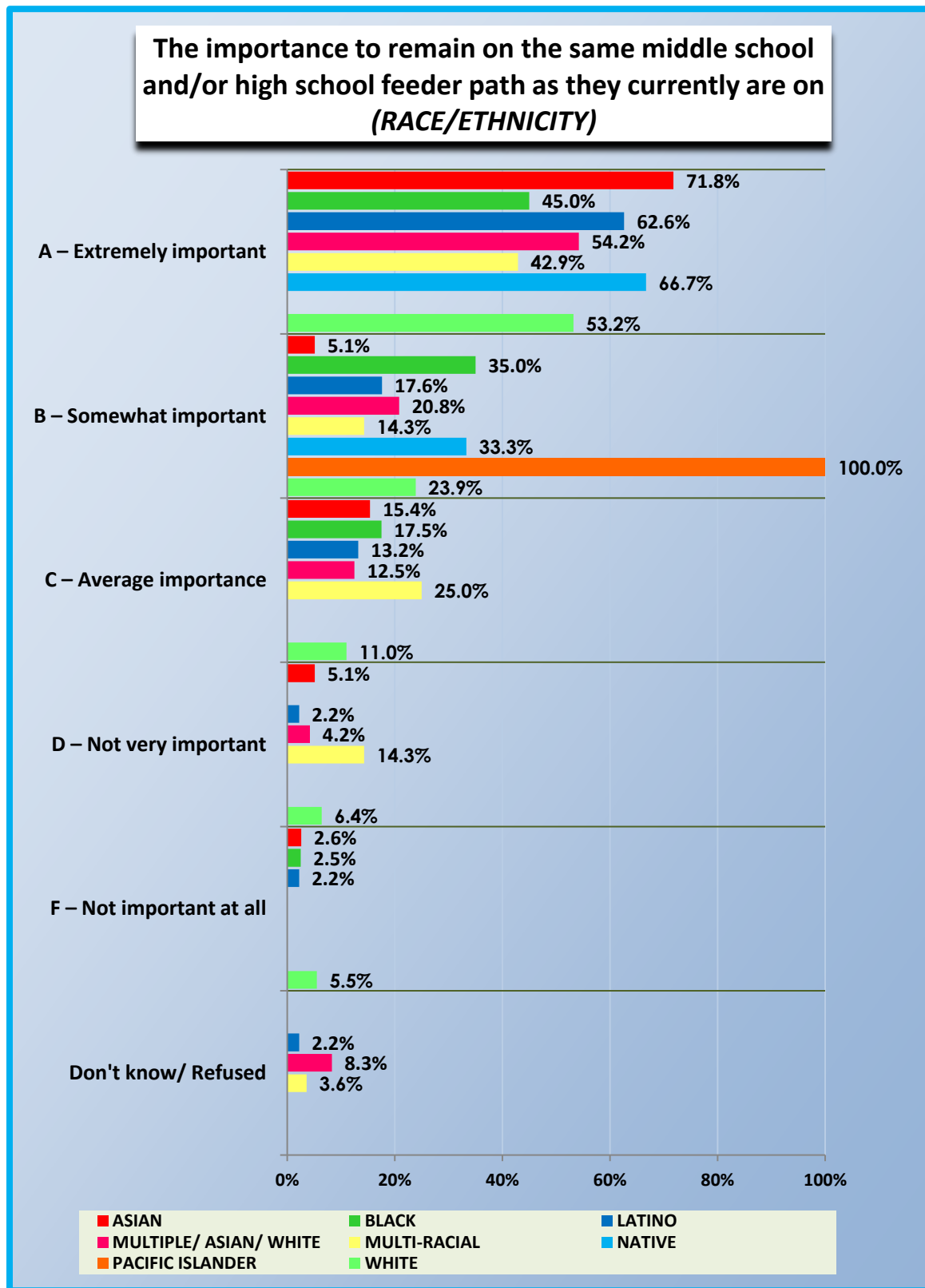
TIMES MENTIONED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
A – Extremely important	28	18	57	13	12	2	0	58	188
B – Somewhat important	2	14	16	5	4	1	1	26	69
C – Average importance	6	7	12	3	7	0	0	12	47
D – Not very important	2	0	2	1	4	0	0	7	16
F – Not important at all	1	1	2	0	0	0	0	6	10
Don't know/ Refused	0	0	2	2	1	0	0	0	5
AVERAGES	3.38	3.20	3.39	3.36	2.89	3.67	3.00	3.13	3.24
TOTAL	39	40	91	24	28	3	1	109	335

PERCENTAGES

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
A – Extremely important	71.8%	45.0%	62.6%	54.2%	42.9%	66.7%	0.0%	53.2%	56.1%
B – Somewhat important	5.1%	35.0%	17.6%	20.8%	14.3%	33.3%	100%	23.9%	20.6%
C – Average importance	15.4%	17.5%	13.2%	12.5%	25.0%	0.0%	0.0%	11.0%	14.0%
D – Not very important	5.1%	0.0%	2.2%	4.2%	14.3%	0.0%	0.0%	6.4%	4.8%
F – Not important at all	2.6%	2.5%	2.2%	0.0%	0.0%	0.0%	0.0%	5.5%	3.0%
Don't know/ Refused	0.0%	0.0%	2.2%	8.3%	3.6%	0.0%	0.0%	0.0%	1.5%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

(Question 5 continued, "...please rate each of these values regarding your student's school?")



(Question 5 continued, "...please rate each of these values regarding your student's school?")

F) THE IMPORTANCE OF ELIMINATING MOST PORTABLE CLASSROOMS TO THE EXTENT POSSIBLE

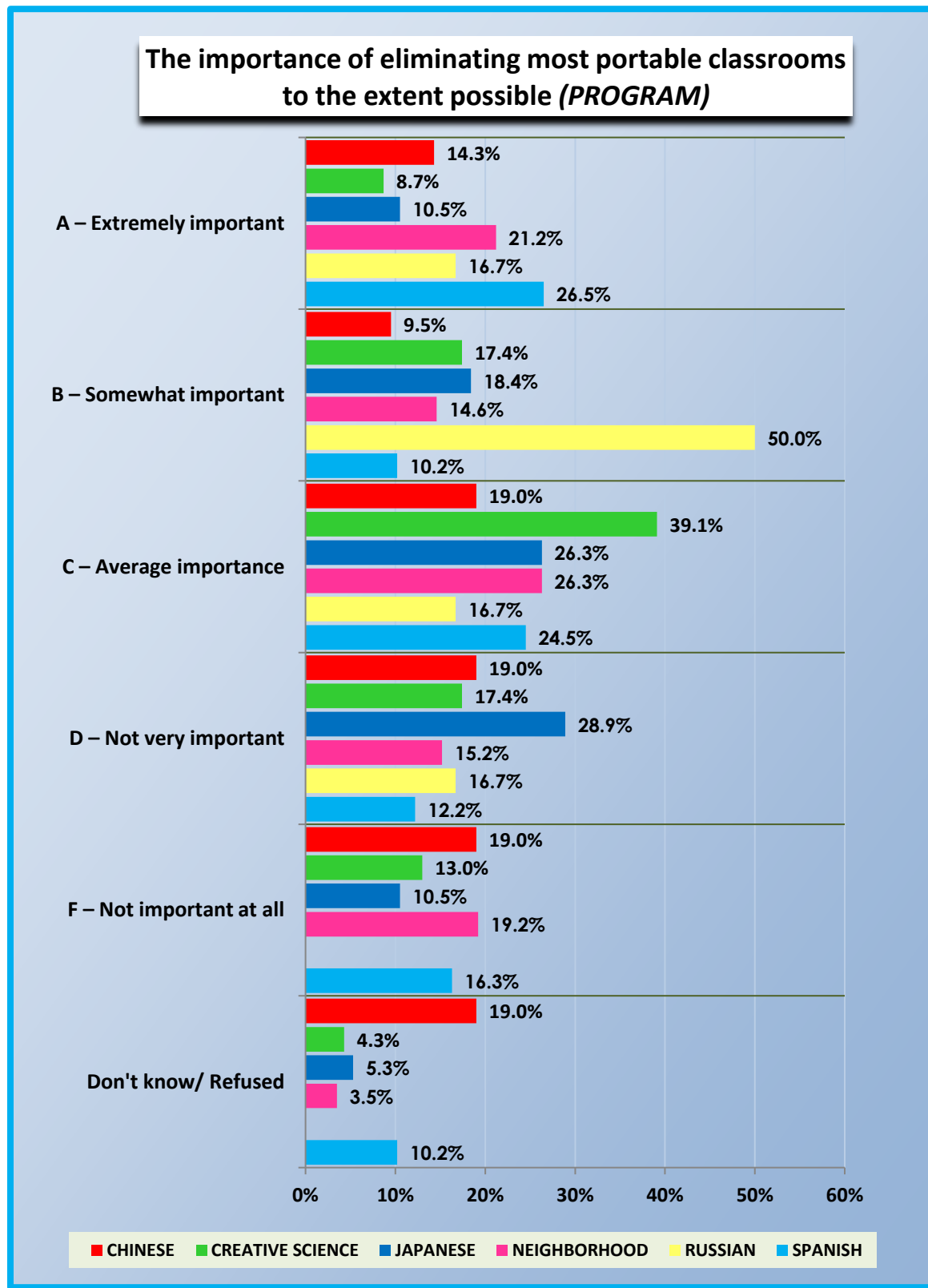
TIMES MENTIONED

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
A – Extremely important	3	2	4	42	1	13	65
B – Somewhat important	2	4	7	29	3	5	50
C – Average importance	4	9	10	52	1	12	88
D – Not very important	4	4	11	30	1	6	56
F – Not important at all	4	3	4	38	0	8	57
Don't know/ Refused	4	1	2	7	0	5	19
AVERAGES	1.76	1.91	1.89	2.04	2.67	2.20	2.03
TOTAL	21	23	38	198	6	49	335

PERCENTAGES

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
A – Extremely important	14.3%	8.7%	10.5%	21.2%	16.7%	26.5%	19.4%
B – Somewhat important	9.5%	17.4%	18.4%	14.6%	50.0%	10.2%	14.9%
C – Average importance	19.0%	39.1%	26.3%	26.3%	16.7%	24.5%	26.3%
D – Not very important	19.0%	17.4%	28.9%	15.2%	16.7%	12.2%	16.7%
F – Not important at all	19.0%	13.0%	10.5%	19.2%	0.0%	16.3%	17.0%
Don't know/ Refused	19.0%	4.3%	5.3%	3.5%	0.0%	10.2%	5.7%
TOTAL	100%	100%	100%	100%	100%	100%	100%

(Question 5 continued, "...please rate each of these values regarding your student's school?")



(Question 5 continued, "...please rate each of these values regarding your student's school?")

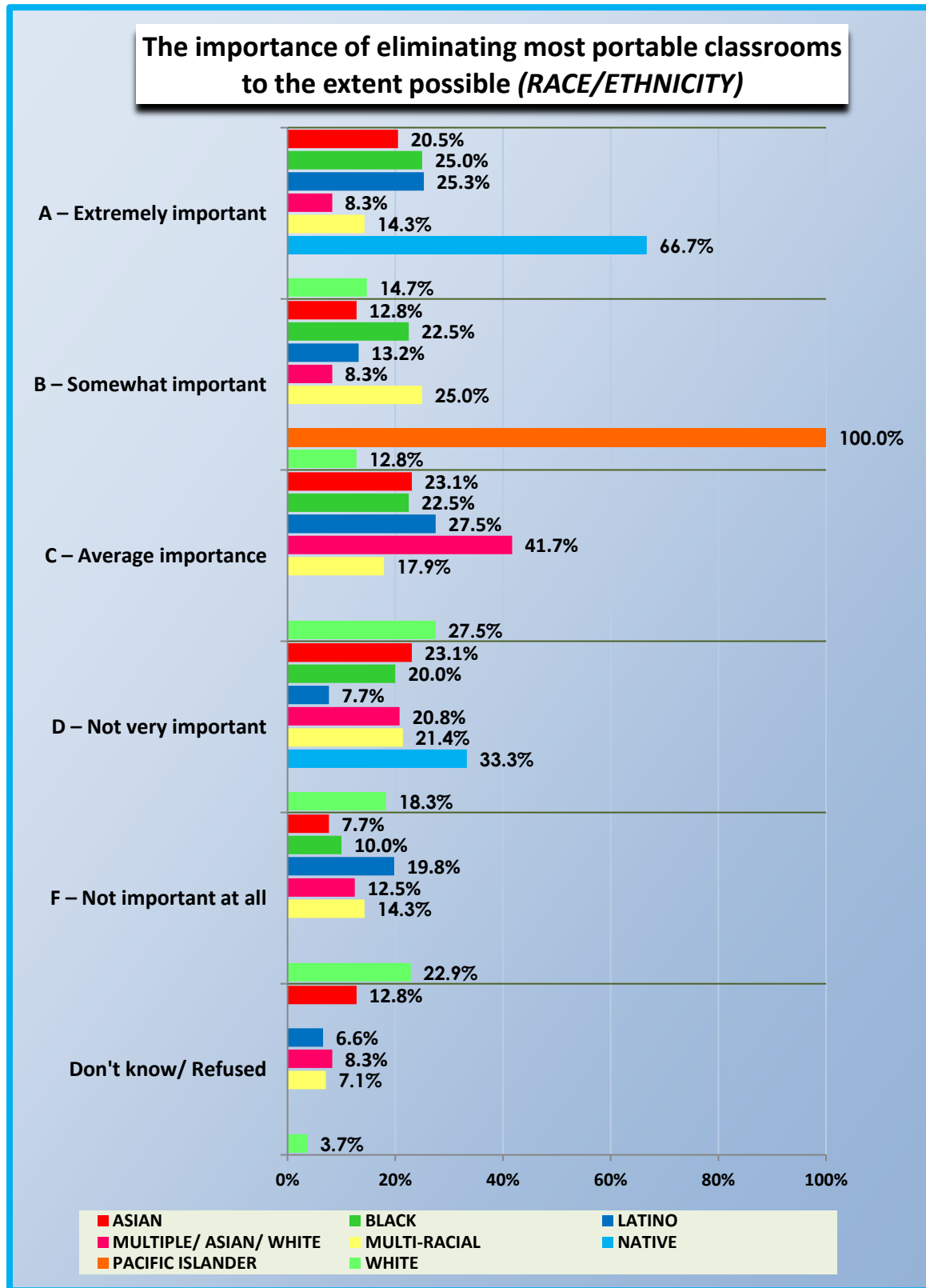
TIMES MENTIONED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
A – Extremely important	8	10	23	2	4	2	0	16	65
B – Somewhat important	5	9	12	2	7	0	1	14	50
C – Average importance	9	9	25	10	5	0	0	30	88
D – Not very important	9	8	7	5	6	1	0	20	56
F – Not important at all	3	4	18	3	4	0	0	25	57
Don't know/ Refused	5	0	6	2	2	0	0	4	19
AVERAGES	2.18	2.33	2.18	1.77	2.04	3.00	3.00	1.77	2.03
TOTAL	39	40	91	24	28	3	1	109	335

PERCENTAGES

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
A – Extremely important	20.5%	25.0%	25.3%	8.3%	14.3%	66.7%	0.0%	14.7%	19.4%
B – Somewhat important	12.8%	22.5%	13.2%	8.3%	25.0%	0.0%	100%	12.8%	14.9%
C – Average importance	23.1%	22.5%	27.5%	41.7%	17.9%	0.0%	0.0%	27.5%	26.3%
D – Not very important	23.1%	20.0%	7.7%	20.8%	21.4%	33.3%	0.0%	18.3%	16.7%
F – Not important at all	7.7%	10.0%	19.8%	12.5%	14.3%	0.0%	0.0%	22.9%	17.0%
Don't know/ Refused	12.8%	0.0%	6.6%	8.3%	7.1%	0.0%	0.0%	3.7%	5.7%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

(Question 5 continued, "...please rate each of these values regarding your student's school?")



(Question 5 continued, "...please rate each of these values regarding your student's school?")

G) THE ABILITY OF YOUR CHILD TO NOT CROSS ANY BUSY ROADS OR STREETS ON THEIR WALK TO AND FROM SCHOOL

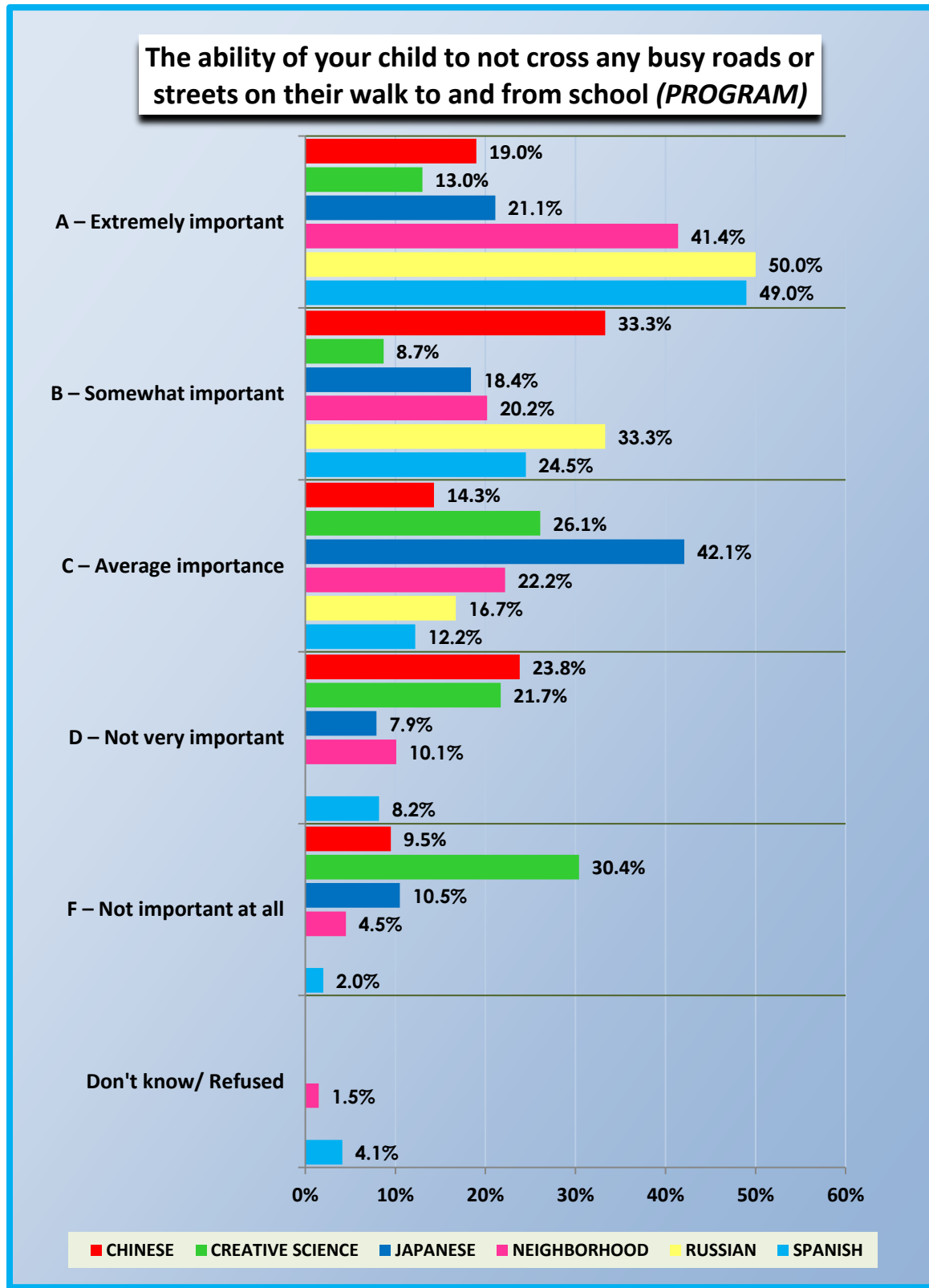
TIMES MENTIONED

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
A – Extremely important	4	3	8	82	3	24	124
B – Somewhat important	7	2	7	40	2	12	70
C – Average importance	3	6	16	44	1	6	76
D – Not very important	5	5	3	20	0	4	37
F – Not important at all	2	7	4	9	0	1	23
Don't know/ Refused	0	0	0	3	0	2	5
AVERAGES	2.29	1.52	2.32	2.85	3.33	3.15	2.71
TOTAL	21	23	38	198	6	49	335

PERCENTAGES

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
A – Extremely important	19.0%	13.0%	21.1%	41.4%	50.0%	49.0%	37.0%
B – Somewhat important	33.3%	8.7%	18.4%	20.2%	33.3%	24.5%	20.9%
C – Average importance	14.3%	26.1%	42.1%	22.2%	16.7%	12.2%	22.7%
D – Not very important	23.8%	21.7%	7.9%	10.1%	0.0%	8.2%	11.0%
F – Not important at all	9.5%	30.4%	10.5%	4.5%	0.0%	2.0%	6.9%
Don't know/ Refused	0.0%	0.0%	0.0%	1.5%	0.0%	4.1%	1.5%
TOTAL	100%	100%	100%	100%	100%	100%	100%

(Question 5 continued, "...please rate each of these values regarding your student's school?")



(Question 5 continued, "...please rate each of these values regarding your student's school?")

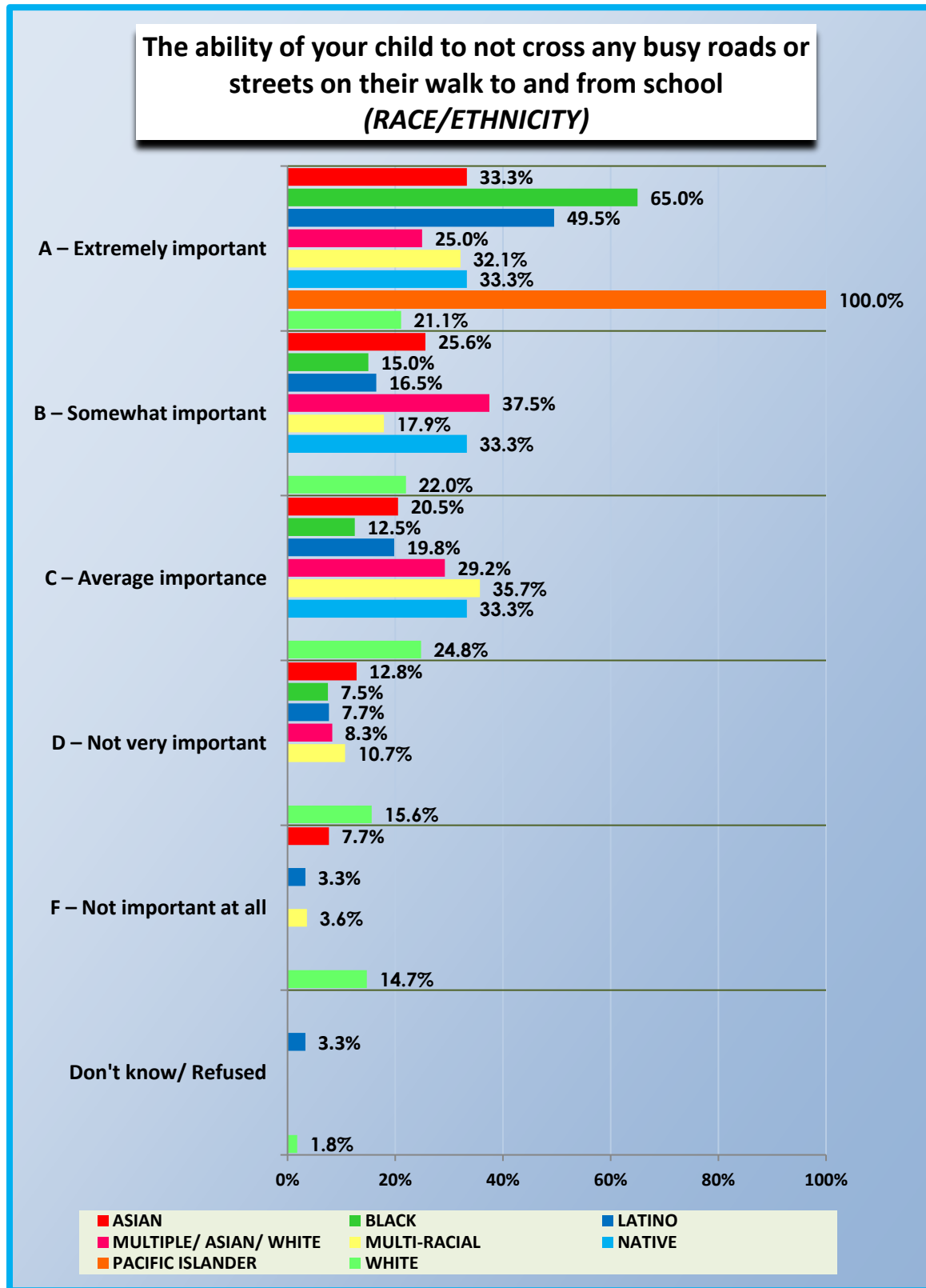
TIMES MENTIONED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
A – Extremely important	13	26	45	6	9	1	1	23	124
B – Somewhat important	10	6	15	9	5	1	0	24	70
C – Average importance	8	5	18	7	10	1	0	27	76
D – Not very important	5	3	7	2	3	0	0	17	37
F – Not important at all	3	0	3	0	1	0	0	16	23
Don't know/ Refused	0	0	3	0	0	0	0	2	5
AVERAGES	2.64	3.38	3.05	2.79	2.64	3.00	4.00	2.20	2.71
TOTAL	39	40	91	24	28	3	1	109	335

PERCENTAGES

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
A – Extremely important	33.3%	65.0%	49.5%	25.0%	32.1%	33.3%	100%	21.1%	37.0%
B – Somewhat important	25.6%	15.0%	16.5%	37.5%	17.9%	33.3%	0.0%	22.0%	20.9%
C – Average importance	20.5%	12.5%	19.8%	29.2%	35.7%	33.3%	0.0%	24.8%	22.7%
D – Not very important	12.8%	7.5%	7.7%	8.3%	10.7%	0.0%	0.0%	15.6%	11.0%
F – Not important at all	7.7%	0.0%	3.3%	0.0%	3.6%	0.0%	0.0%	14.7%	6.9%
Don't know/ Refused	0.0%	0.0%	3.3%	0.0%	0.0%	0.0%	0.0%	1.8%	1.5%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

(Question 5 continued, "...please rate each of these values regarding your student's school?")



(Question 5 continued, "...please rate each of these values regarding your student's school?")

ADDITIONAL COMMENTS

PROGRAM	RACE/ ETHNICITY	SCHOOL	COMMENT
Chinese Immersion	White	Hosford	There have always been enrollment issues. I think it's reprehensible that they are doing this in the middle of COVID. I believe that this is a bad time when parents are trying so hard to stay above the technology. What does the portables have to do with this? This won't affect enrollment or the structure of the programs. The high schoolers have to cross Powell all day long and the middle school cross Division. They are capable of doing this and has no bearing.
Creative Science School	Multiple/ Asian/ White	Creative Science	Under 30 children is what I consider a small class size. My child currently goes to a focus option but would go to neighborhood school if it was comparable and within walking distance.
Creative Science School	White	Creative Science	Our feeder school is Franklin, but if they have to go to Madison, it would be a much more stressful commute and my children can't walk there.
Creative Science School	White	Creative Science	I don't know what feeder path my daughter would be on from Creative Science. She got there through a lottery.
Creative Science School	White	Creative Science	I went to school in portables myself and it was terrible. Either too hot or too cool.
Creative Science School	White	Creative Science	Don't want the District to break up classes of kids with half going to one school and half to another. I would love to have the kids go to the same schools. The quality of education is so important.
Creative Science School	White	Creative Science	What is a small class size? Generally, kids at have 22-25 or 30 or less for middle school
Creative Science School	White	Creative Science	What is a small class size? Under 20 is small to me.
Creative Science School	White	Creative Science	Portable classrooms are important. Don't take them out.
Creative Science School	White	Creative Science	We have two children at Creative Science and really want them to stay there.
Creative Science School	White	Creative Science	I have three kids in three different schools now.

Table Continued

(Question 5 continued, "...please rate each of these values regarding your student's school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	COMMENT
Creative Science School	White	Creative Science	I have three kids in school and am really glad to have the oldest in Creative Science.
Creative Science School	White	Creative Science	I have two children in Creative Science and want them to stay there.
Creative Science School	White	Creative Science	I drive my child to school.
Creative Science School	White	Creative Science	I have two children, one in middle school and one coming in next year, so I am very interested in what's happening.
Japanese Immersion	Asian	Mt. Tabor	We travel a distance so my children can be in the Japanese program so some of these questions don't really apply to our situation.
Neighborhood Program	Black	Arleta	I'm glad to have the portables go. I am a builder for schools.
Neighborhood Program	Latino	Arleta	Need more room at Arleta. We want portables!
Neighborhood Program	Latino	Arleta	My child has a disability and needs lots of one-on-one-attention.
Neighborhood Program	Latino	Harrison Park	My children are adopted and the ward of the court because of their ethnicity and behavioral problems. The court tells the district where the children should go.
Neighborhood Program	Multiple/ Asian/ White	Arleta	Rather have more portable classrooms if it meant smaller classes.
Neighborhood Program	Multiple/ Asian/ White	Arleta	Hoping to have children bussed to Kellogg. It's too far to walk.
Neighborhood Program	White	Arleta	We were pushed out by gentrification from our old school.
Neighborhood Program	White	Arleta	We have tried to apply to focus programs.
Neighborhood Program	White	Arleta	I don't know what quality the portable classrooms are in. Do they have heat, air, HVAC?
Neighborhood Program	White	Arleta	My child is on an IEP and gets transportation to Arleta
Neighborhood Program	White	Arleta	I had another child that switched schools, so the feeder path is not as important. I want the portable classrooms to stay to give social distancing and smaller classroom sizes. The walk to school needs better crosswalks with four-way stop signs. Arleta just has a crosswalk with no four-way stops.

Table Continued

(Question 5 continued, "...please rate each of these values regarding your student's school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	COMMENT
Neighborhood Program	White	Creston	I bought a house in a certain location specifically for my child to be on the middle school and high school feeder program she is currently on.
Neighborhood Program	White	Hosford	The portables are good because it gives the students an opportunity to get fresh air and to be able to walk a little.
Neighborhood Program	White	Vestal	My child is in special needs classes, so some questions don't apply.
Spanish Immersion	Black	Bridger	I think crossing busy roads or streets is unavoidable.
Spanish Immersion	Latino	Bridger	No matter what boundaries they create there will be some children who have to cross busy roads.
Spanish Immersion	Latino	Bridger	It sounds like a pipe dream to think that students wouldn't need to cross busy roads or streets.
Spanish Immersion	Latino	Bridger	I currently drive my children to school, so the busy roads are not a concern.
Spanish Immersion	Latino	Lent	I am very concerned about the homeless population as my child is walking to and from school every day.
Spanish Immersion	Latino	Lent	It is extremely important for all children in the fairly to go to the same schools and stay on their feeder path.
Spanish Immersion	Latino	Lent	I don't have a car, so I need my child to walk. I'm very concerned about that. I preferred it when my daughter could take the bus.
Spanish Immersion	Latino	Lent	Small class size is very important for next year especially if we still have COVID issues to watch out for.
Spanish Immersion	Latino	Mt. Tabor	My students are in the same grade, so I am not concerned about them attending different schools. They will of course go to the same school.
Spanish Immersion	Multiracial	Bridger	My students are in Spanish Immersion and I want that to continue through high school.
Spanish Immersion	White	Atkinson	I want them to go to Franklin High School.

6). If you could be assured that your child is safe, what else is most important to you regarding where they attend school?

**TIMES MENTIONED*

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Quality of the school and their teachers	8	16	21	95	5	21	166
Focus programs/ clubs/ opportunities	10	4	12	35	1	11	73
Racial and economic diversity of classmates	2	4	5	23	0	8	42
Safety/ security	4	3	1	25	0	6	39
Quality of their education/ curriculum	1	4	7	19	1	3	35
Proximity to our home/ walkability	2	2	1	21	1	4	31
Don't know/ Refused	0	1	1	18	0	4	24
Same school as they have attended. I do not want them to change	3	2	0	12	0	6	23
Go to the same school as their nearby neighborhood friends	7	1	1	9	0	2	20
Size of their class	1	2	4	12	0	1	20
Student well-being	0	2	2	9	0	0	13
Accessibility to special education services/ resources	0	2	0	6	0	3	11
Same middle/ high school feeder path	2	1	0	2	0	4	9
Concerned about bussing/ do not want my child to be bussed	1	0	2	3	0	1	7

Table Continued

(Question 6 continued, "If you could be assured that your child is safe, what else is most important to you regarding where they attend school?")

TABLE CONTINUED

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Good communication	0	1	1	1	0	2	5
Quality of food/ food options	0	0	0	4	0	0	4
Parent/ guardian input	0	0	1	1	0	0	2
Siblings attend same school	0	0	0	1	0	0	1

*335 responded to this question: 21-Chinese Immersion, 23-Creative Science School, 38-Japanese Immersion, 198-Neighborhood Program, 6-Russian Immersion and 49-Spanish Immersion
Question allowed for more than one response

(Question 6 continued, "If you could be assured that your child is safe, what else is most important to you regarding where they attend school?")

*PERCENTAGES

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Quality of the school and their teachers	38.1%	69.6%	55.3%	48.0%	83.3%	42.9%	49.6%
Focus programs/ clubs/ opportunities	47.6%	17.4%	31.6%	17.7%	16.7%	22.4%	21.8%
Racial and economic diversity of classmates	9.5%	17.4%	13.2%	11.6%	0.0%	16.3%	12.5%
Safety/ security	19.0%	13.0%	2.6%	12.6%	0.0%	12.2%	11.6%
Quality of their education/ curriculum	4.8%	17.4%	18.4%	9.6%	16.7%	6.1%	10.4%
Proximity to our home/ walkability	9.5%	8.7%	2.6%	10.6%	16.7%	8.2%	9.3%
Don't know/ Refused	0.0%	4.3%	2.6%	9.1%	0.0%	8.2%	7.2%
Same school as they have attended. I do not want them to change	14.3%	8.7%	0.0%	6.1%	0.0%	12.2%	6.9%
Go to the same school as their nearby neighborhood friends	33.3%	4.3%	2.6%	4.5%	0.0%	4.1%	6.0%
Size of their class	4.8%	8.7%	10.5%	6.1%	0.0%	2.0%	6.0%
Student well-being	0.0%	8.7%	5.3%	4.5%	0.0%	0.0%	3.9%
Accessibility to special education services/ resources	0.0%	8.7%	0.0%	3.0%	0.0%	6.1%	3.3%
Same middle/ high school feeder path	9.5%	4.3%	0.0%	1.0%	0.0%	8.2%	2.7%
Concerned about bussing/ do not want my child to be bussed	4.8%	0.0%	5.3%	1.5%	0.0%	2.0%	2.1%

Table Continued

(Question 6 continued, "If you could be assured that your child is safe, what else is most important to you regarding where they attend school?")

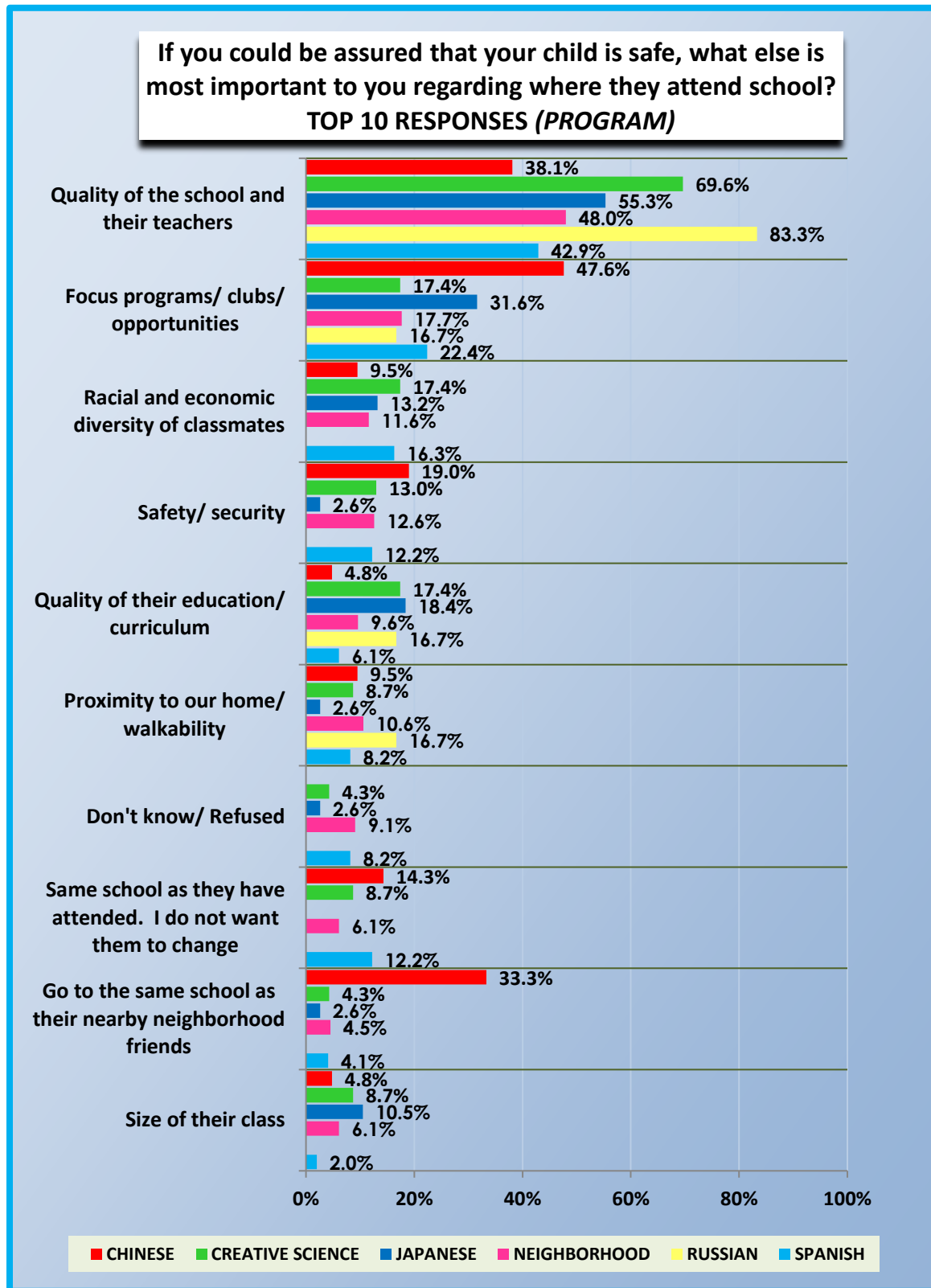
TABLE CONTINUED

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Good communication	0.0%	4.3%	2.6%	0.5%	0.0%	4.1%	1.5%
Quality of food/ food options	0.0%	0.0%	0.0%	2.0%	0.0%	0.0%	1.2%
Parent/ guardian input	0.0%	0.0%	2.6%	0.5%	0.0%	0.0%	0.6%
Siblings attend same school	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.3%

*335 responded to this question: 21-Chinese Immersion, 23-Creative Science School, 38-Japanese Immersion, 198-Neighborhood Program, 6-Russian Immersion and 49-Spanish Immersion

Question allowed for more than one response
Percentages based on number of respondents

(Question 6 continued, "If you could be assured that your child is safe, what else is most important to you regarding where they attend school?")



(Question 6 continued, "If you could be assured that your child is safe, what else is most important to you regarding where they attend school?")

*TIMES MENTIONED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Quality of the school and their teachers	14	20	49	12	11	1	0	59	166
Focus programs/ clubs/ opportunities	10	9	16	7	5	1	0	25	73
Racial and economic diversity of classmates	3	8	6	3	4	0	0	18	42
Safety/ security	6	3	13	1	6	0	1	9	39
Quality of their education/ curriculum	6	4	10	0	4	0	0	11	35
Proximity to our home/ walkability	4	3	8	2	3	0	0	11	31
Don't know/ Refused	4	4	7	0	1	2	0	6	24
Same school as they have attended. I do not want them to change	4	3	8	1	1	0	0	6	23
Go to the same school as their nearby neighborhood friends	5	2	3	2	0	0	0	8	20
Size of their class	1	0	3	3	2	0	0	11	20
Student well-being	0	3	3	1	2	0	0	4	13
Accessibility to special education services/ resources	0	0	5	0	2	1	0	3	11

Table Continued

(Question 6 continued, “If you could be assured that your child is safe, what else is most important to you regarding where they attend school?”)

TABLE CONTINUED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Same middle/ high school feeder path	1	0	2	1	0	0	0	5	9
Concerned about bussing/ do not want my child to be bussed	1	0	3	1	1	0	0	1	7
Good communication	1	0	2	0	1	0	0	1	5
Quality of food/ food options	2	0	1	0	1	0	0	0	4
Parent/ guardian input	1	0	1	0	0	0	0	0	2
Siblings attend same school	0	0	1	0	0	0	0	0	1

*335 responded to this question: 39-Asian, 40-Black, 91-Latino, 24-Multiple/Asian/White, 38-Multiracial, 3-Native, 1-Pacific Islander, and 109-White

Question allowed for more than one response

(Question 6 continued, "If you could be assured that your child is safe, what else is most important to you regarding where they attend school?")

*PERCENTAGES

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Quality of the school and their teachers	35.9%	50.0%	53.8%	50.0%	39.3%	33.3%	0.0%	54.1%	49.6%
Focus programs/ clubs/ opportunities	25.6%	22.5%	17.6%	29.2%	17.9%	33.3%	0.0%	22.9%	21.8%
Racial and economic diversity of classmates	7.7%	20.0%	6.6%	12.5%	14.3%	0.0%	0.0%	16.5%	12.5%
Safety/ security	15.4%	7.5%	14.3%	4.2%	21.4%	0.0%	100%	8.3%	11.6%
Quality of their education/ curriculum	15.4%	10.0%	11.0%	0.0%	14.3%	0.0%	0.0%	10.1%	10.4%
Proximity to our home/ walkability	10.3%	7.5%	8.8%	8.3%	10.7%	0.0%	0.0%	10.1%	9.3%
Don't know/ Refused	10.3%	10.0%	7.7%	0.0%	3.6%	66.7%	0.0%	5.5%	7.2%
Same school as they have attended. I do not want them to change	10.3%	7.5%	8.8%	4.2%	3.6%	0.0%	0.0%	5.5%	6.9%
Go to the same school as their nearby neighborhood friends	12.8%	5.0%	3.3%	8.3%	0.0%	0.0%	0.0%	7.3%	6.0%
Size of their class	2.6%	0.0%	3.3%	12.5%	7.1%	0.0%	0.0%	10.1%	6.0%
Student well-being	0.0%	7.5%	3.3%	4.2%	7.1%	0.0%	0.0%	3.7%	3.9%
Accessibility to special education services/ resources	0.0%	0.0%	5.5%	0.0%	7.1%	33.3%	0.0%	2.8%	3.3%

Table Continued

(Question 6 continued, "If you could be assured that your child is safe, what else is most important to you regarding where they attend school?")

TABLE CONTINUED

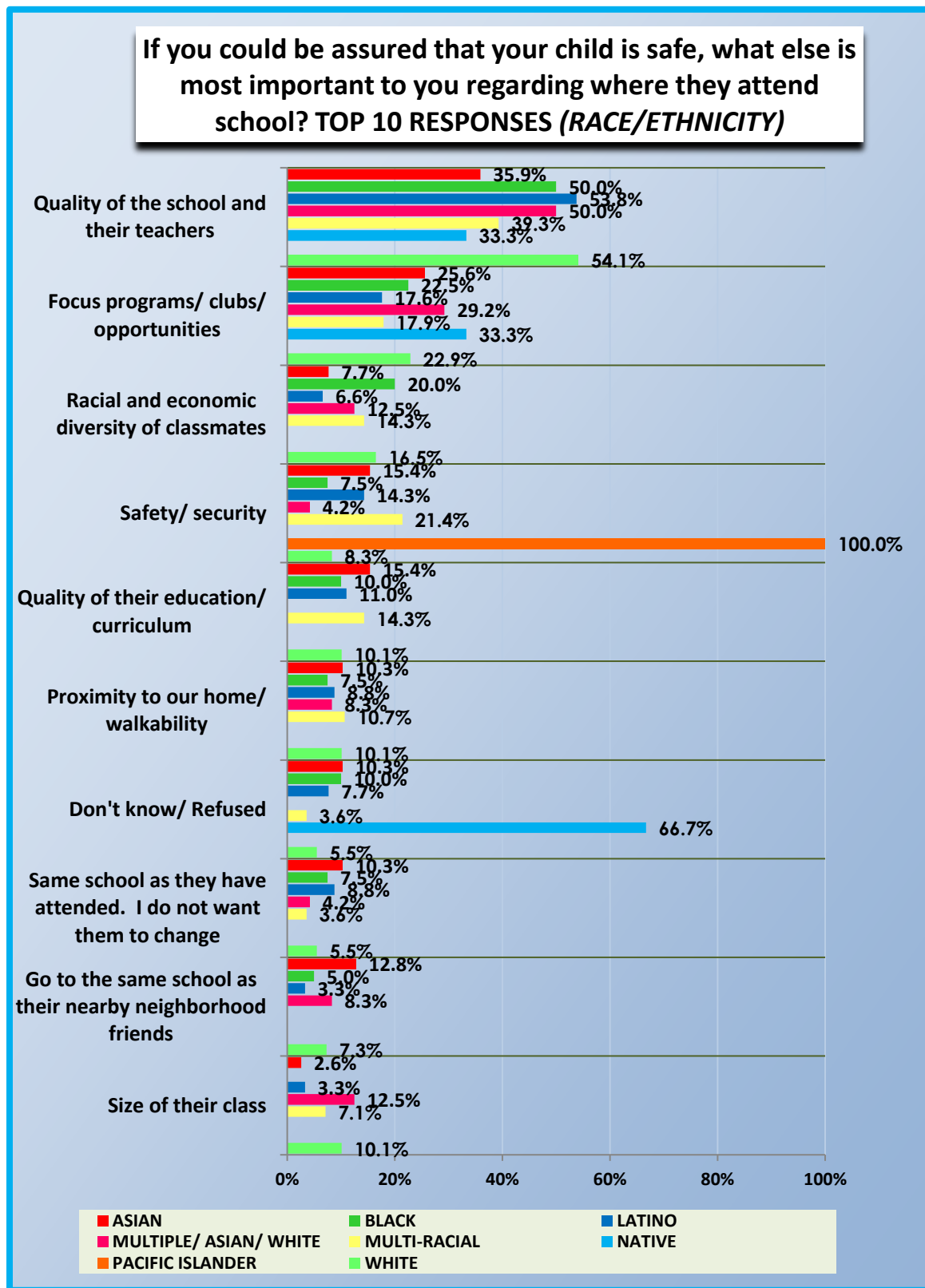
RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Same middle/ high school feeder path	2.6%	0.0%	2.2%	4.2%	0.0%	0.0%	0.0%	4.6%	2.7%
Concerned about bussing/ do not want my child to be bussed	2.6%	0.0%	3.3%	4.2%	3.6%	0.0%	0.0%	0.9%	2.1%
Good communication	2.6%	0.0%	2.2%	0.0%	3.6%	0.0%	0.0%	0.9%	1.5%
Quality of food/ food options	5.1%	0.0%	1.1%	0.0%	3.6%	0.0%	0.0%	0.0%	1.2%
Parent/ guardian input	2.6%	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%
Siblings attend same school	0.0%	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%

*335 responded to this question: 39-Asian, 40-Black, 91-Latino, 24-Multiple/Asian/White, 38-Multiracial, 3-Native, 1-Pacific Islander, and 109-White

Question allowed for more than one response

Percentages based on number of respondents

(Question 6 continued, "If you could be assured that your child is safe, what else is most important to you regarding where they attend school?")



(Question 6 continued, "If you could be assured that your child is safe, what else is most important to you regarding where they attend school?")

ADDITIONAL COMMENTS

PROGRAM	RACE/ ETHNICITY	SCHOOL	COMMENT
Chinese Immersion	Asian	Hosford	I want to keep the program at the same location. I don't want to change at all.
Chinese Immersion	White	Hosford	This program effects Mandarin families. Is Portland Public Schools reaching out to families that are Chinese speaking families? Their opinions should be considered during the enrollments.
Chinese Immersion	White	Hosford	We chose this school district because of the strength of the Mandarin program. We put them in the Mandarin program because they are in the better schools.
Creative Science School	Latino	Creative Science	They are my community.
Creative Science School	White	Creative Science	I would like to see extracurricular activities available and not dependent on parental money.
Creative Science School	White	Creative Science	Camp Fire afterschool has been very important. More diversity at Creative Science would be welcome. Make the application process easier for minorities.
Creative Science School	White	Creative Science	Creative Science has been an amazing school. I do not want to change.
Creative Science School	White	Creative Science	Creative Science is a wonderful school. Great programs! I don't want to see those lost, even if the kids need to access it differently.
Creative Science School	White	Creative Science	Creative Science really does a good job of working with parents and kids and they are doing their best. Great principal and assistant principal are doing well. Very hands-on and lots of good e-mails connecting with parents, caring about kids, and knows a lot of parents on first-name basis. I'm very impressed. They are very accessible and personable.
Creative Science School	White	Creative Science	Families who want their child in that particular school, not just forced into any school.
Creative Science School	White	Creative Science	I have three kids going to different schools based on better curriculums. I have won the lotteries and would not have been satisfied with middle school if I had not won the lottery. I'm very satisfied with Creative Science School.
Creative Science School	White	Creative Science	Kids are not even physically safe at school. The roof is not attached to walls. Next priority is to make sure their classrooms are emotionally safe too.

Table Continued

(Question 6 continued, "If you could be assured that your child is safe, what else is most important to you regarding where they attend school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	COMMENT
Creative Science School	White	Creative Science	Not worried about extracurricular activities. More focus on educational curriculum. Creative Science is predominantly white. I would like much more diversity. I want more parity.
Creative Science School	White	Creative Science	One of my children had dyslexia. Needs to have smaller classrooms so that teachers can catch that disability before the child gets too far behind. Also, would help to go back to old math teaching curriculums. It's too confusing and not very logical.
Creative Science School	White	Creative Science	One child has an IEP and needs good support there.
Creative Science School	White	Creative Science	There are really good teachers at Creative Science. The school could use more diversity and more equality throughout the district.
Creative Science School	White	Creative Science	I really love Creative Science. I want to stay there.
Creative Science School	White	Creative Science	I really think the teachers do a fantastic job.
Creative Science School	White	Creative Science	I really want my daughter to attend Creative Science. And stay with their curriculum and their programs.
Creative Science School	White	Creative Science	My special needs kids need help.
Creative Science School	White	Creative Science	I'm very happy to be at Creative Science. I am an educator and did an internship at a neighboring school and have seen the complete difference in two different curriculums and ways teachers teach. Also, there's more parental involvement at Creative Science.
Japanese Immersion	Multiracial	Mt. Tabor	Strong diversity of race, culture and socioeconomics in each school would also help balance out funding amongst the schools.
Japanese Immersion	White	Mt. Tabor	Children who behave badly should be actually disciplined
Japanese Immersion	White	Mt. Tabor	Good sense of community

Table Continued

(Question 6 continued, "If you could be assured that your child is safe, what else is most important to you regarding where they attend school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	COMMENT
Neighborhood Program	Asian	Atkinson	The notifications they are sending to not one but both parents, text and email, is very confusing if you have different levels of kids. They have a portal where you can get information, and I would prefer it if there would be only one point of reference
Neighborhood Program	Black	Creston	I want a school where the teachers and staff are not too busy to notice my children and make them feel welcome and included.
Neighborhood Program	Black	Lane	I want to know everyone from the principal to the janitor
Neighborhood Program	Latino	Arleta	I want schools to stay on feeder track with high school.
Neighborhood Program	Latino	Arleta	My child has an IEP and it's very important to have good teachers/ help that you can call if there's a crisis. I like being close to school.
Neighborhood Program	Latino	Arleta	I would like extracurricular activities but knows there is not enough budget for many of them.
Neighborhood Program	Latino	Lane	The kids are understanding, and they are getting education that works for them
Neighborhood Program	Latino	Lent	I have four kids and it's hard when the kids don't understand their studies and parents can't help them either.
Neighborhood Program	Latino	Lent	My child is doing well in school. Keep the same quality of schoolings as they have now. My daughter has a learning disability and doing well.
Neighborhood Program	Latino	Lent	My son has an IEP and I want to make sure he gets a quality education and is treated fairly.
Neighborhood Program	Latino	Lent	Stay with K-8 friends and classmates on the feeder path to Franklin and the ability to walk there because it's close.
Neighborhood Program	Latino	Mt. Tabor	I have twin third graders. One is in the Spanish Immersion Program and one is not, but they are in the same school. Make sure they can stay together at the same school. If they move the immersion program, then allow my non-immersion student to move as well
Neighborhood Program	Multiple/ Asian/ White	Arleta	Academic curriculum. More rigorous, more textbooks, more homework, challenge kids more. Get the fundamentals achieved.
Neighborhood Program	Multiple/ Asian/ White	Atkinson	We would like to know where the schools feed into - their feeder paths. Our feeder system is right on the line.

Table Continued

(Question 6 continued, "If you could be assured that your child is safe, what else is most important to you regarding where they attend school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	COMMENT
Neighborhood Program	Multiple/ Asian/ White	Vestal	Special education programs for our child.
Neighborhood Program	Multiracial	Hosford	Da Vinci, art programs, verses Hosford with zero art. First day of school, classes were too crowded. Nothing during the pandemic is too crowded. Art-based school important.
Neighborhood Program	Multiracial	Lane	Kids should get into the programs they need regardless of district they are in.
Neighborhood Program	Multiracial	Lane	My kids are special ed so they have special requirements.
Neighborhood Program	Native	Lane	As long as they are safe, they should be good.
Neighborhood Program	White	Arleta	My child has ADHD and needs good, consistent structure. I don't want any big changes.
Neighborhood Program	White	Arleta	Diversity is important. Tolerance and acceptance have been good.
Neighborhood Program	White	Arleta	I feel like my daughter was not safe at Arleta. At very edge of capacity. Need more resources available for safety. More resources for teachers. Leadership is poor with violence in the hallways and no discipline. Need extracurriculars/electives. I want to see art, band, etc.
Neighborhood Program	White	Arleta	Really want to keep the community feeling with the friends they have gone to school with for years already.
Neighborhood Program	White	Arleta	Staff needs to support my child. Why he has the IEP in the first place.
Neighborhood Program	White	Arleta	I'm very unhappy with teacher levels. My child is in 7 th grade and just now learning division and had no idea what a thesaurus is. Really want teachers to do less testing and not reading from textbooks. I want more engagement and personalization.
Neighborhood Program	White	Arleta	I would love there to be more music and art. It's very important.
Neighborhood Program	White	Atkinson	I would much rather my child go to Kellogg which is a six-block walk without busy streets rather than the further school my child goes to right now and having to cross busy streets.
Neighborhood Program	White	Hosford	Hosford and Cleveland are very close to my home and I don't want to be re-drawn.
Neighborhood Program	White	Hosford	Powell is a street that they have to cross now. I would want something for them to safely cross. Boundaries to stay the same.

Table Continued

(Question 6 continued, "If you could be assured that your child is safe, what else is most important to you regarding where they attend school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	COMMENT
Neighborhood Program	White	Hosford	Teachers show up every day.
Neighborhood Program	White	Lane	I feel very lucky to be in such close proximity to the schools.
Neighborhood Program	White	Lane	The last two years have been difficult because teachers have not been doing their job and breaking IEP contract. I have tried to transfer my child and the school has refused without looking into it.
Russian Immersion	Latino	Lane	That my child feels comfortable with the teacher and classmates.
Spanish Immersion	Asian	Lent	Discipline of the classrooms. It needs to be engaging, challenging. Students need to be really involved in their classes and the programs.
Spanish Immersion	Latino	Atkinson	I drive my children to the Portland School District, and have for 16 years, and it's very important to keep them on the same path. Consistency is very important.
Spanish Immersion	Latino	Bridger	The school needs to have enough space for kids to have time to eat lunch without being rushed. They should not have art and music on a cart, but in a classroom. Support kids who are interested in things like STEM or music or art with additional offerings. A comprehensive library is a must. There should be enough space and opportunities for kids who like sports to participate and have teams.
Spanish Immersion	Latino	Lent	At Lent there is not enough diversity.
Spanish Immersion	Latino	Lent	No bullying and no discrimination.
Spanish Immersion	Latino	Lent	No discrimination with diversity. Both parents and teachers need to stay on top of that.
Spanish Immersion	Multiple/ Asian/ White	Bridger	Middle school should bring students together from several elementary schools, so students don't have a huge shock when they go to high school and there are so many students, they don't even know attending with them.
Spanish Immersion	White	Bridger	Kids have had to deal with a lot this year. They don't need to deal with a shakeup of the students they have been with in the immersion program.

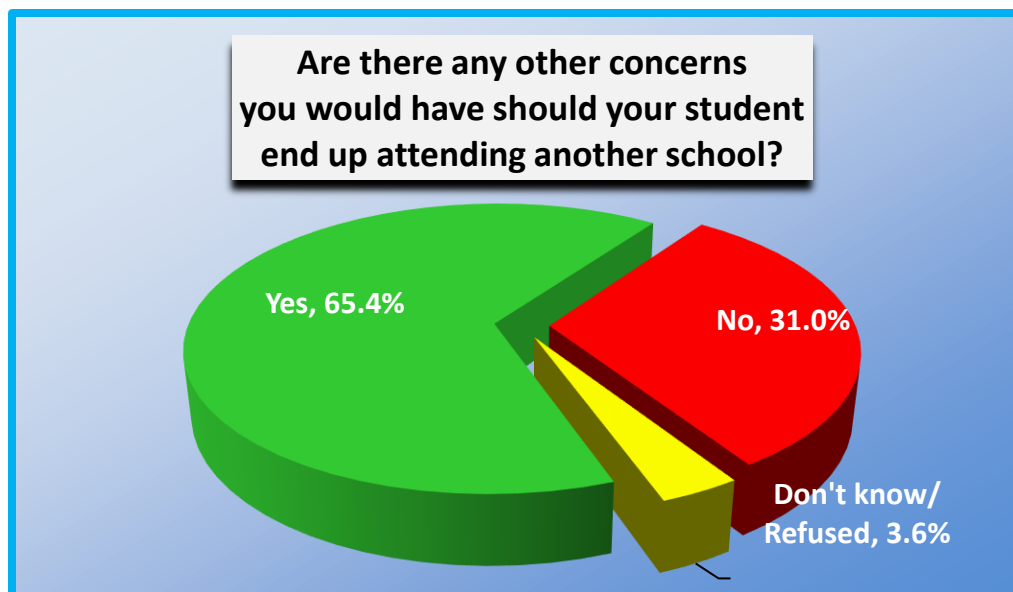
- 7). In regard to enrollment and program balancing, which will include Kellogg Middle School opening and grade reconfigurations, along with possible boundary adjustments and optimizing program offerings and locations, are there any other concerns you would have should your student end up attending another school?

TIMES MENTIONED

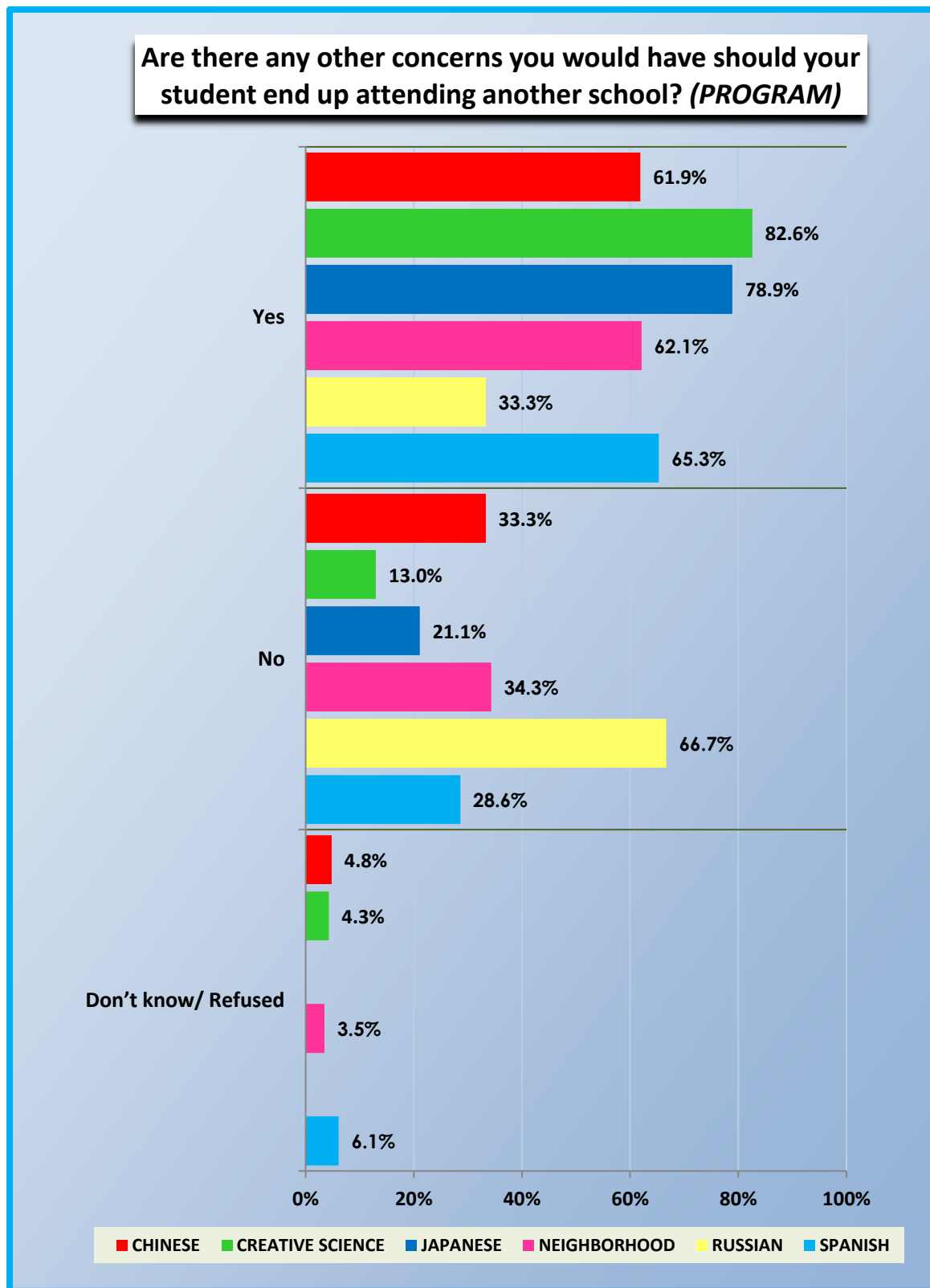
RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	13	19	30	123	2	32	219
No	7	3	8	68	4	14	104
Don't know/ Refused	1	1	0	7	0	3	12
TOTAL	21	23	38	198	6	49	335

PERCENTAGES

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	61.9%	82.6%	78.9%	62.1%	33.3%	65.3%	65.4%
No	33.3%	13.0%	21.1%	34.3%	66.7%	28.6%	31.0%
Don't know/ Refused	4.8%	4.3%	0.0%	3.5%	0.0%	6.1%	3.6%
TOTAL	100%	100%	100%	100%	100%	100%	100%



(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")



(Question 7 continued, “Are there any other concerns you would have should your student end up attending another school?”)

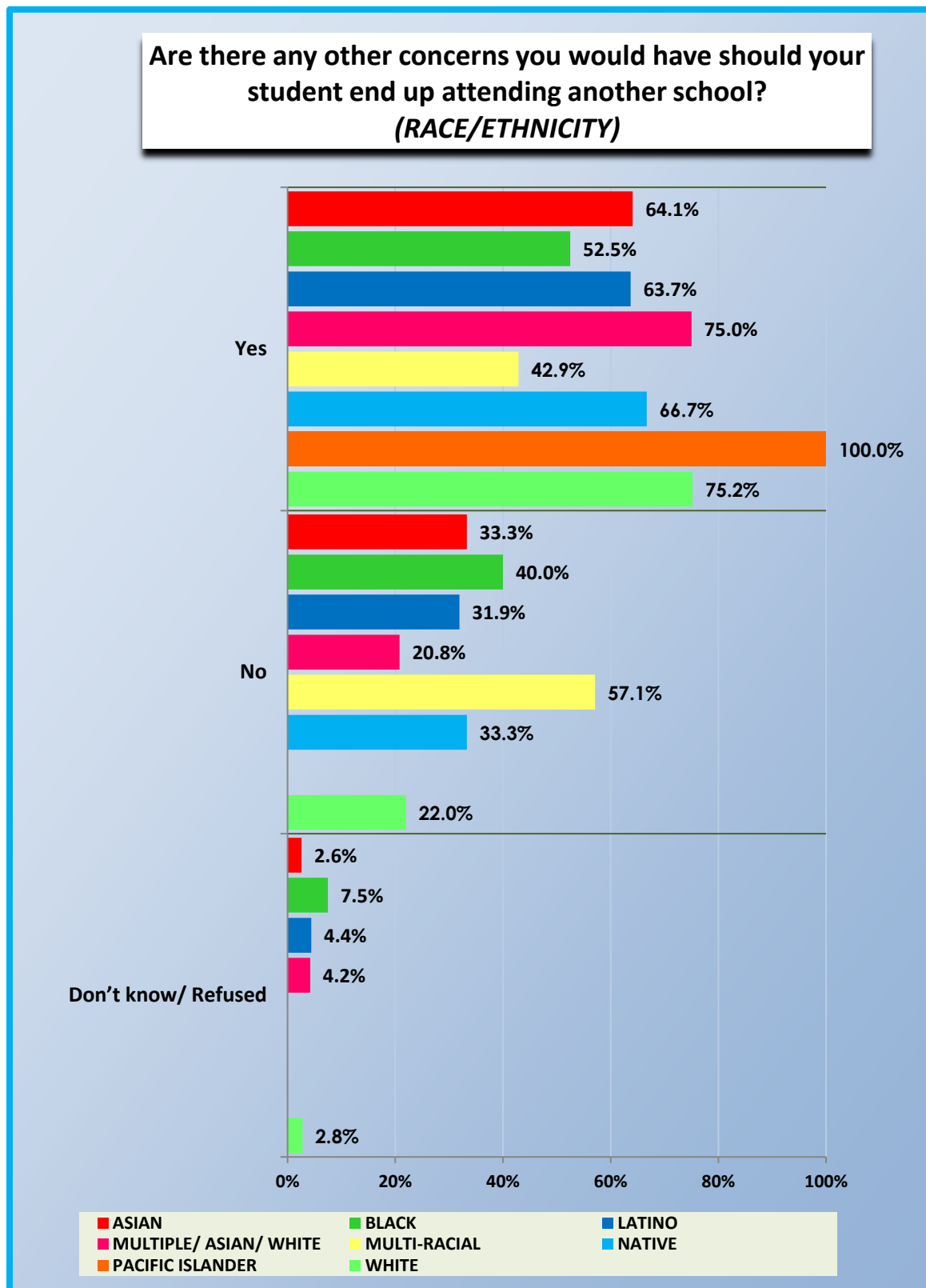
TIMES MENTIONED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	25	21	58	18	12	2	1	82	219
No	13	16	29	5	16	1	0	24	104
Don't know/ Refused	1	3	4	1	0	0	0	3	12
TOTAL	39	40	91	24	28	3	1	109	335

PERCENTAGES

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	64.1%	52.5%	63.7%	75.0%	42.9%	66.7%	100%	75.2%	65.4%
No	33.3%	40.0%	31.9%	20.8%	57.1%	33.3%	0.0%	22.0%	31.0%
Don't know/ Refused	2.6%	7.5%	4.4%	4.2%	0.0%	0.0%	0.0%	2.8%	3.6%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")



(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

7a). If 'Yes,' What are those concerns?

**TIMES MENTIONED*

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Same school as they have attended. I do not want them to change	4	10	6	31	0	6	57
Proximity to our home/ walkability	2	2	1	29	0	12	46
Go to the same school as their nearby neighborhood friends	1	4	4	28	1	5	43
Focus programs/ clubs/ opportunities	7	2	14	8	0	9	40
Difficult adjustment/ transition	0	3	4	25	0	4	36
Concerned about bussing/ do not want my child to be bussed	2	1	0	16	0	8	27
Quality of the school and their teachers	0	2	2	16	1	2	23
Same middle/ high school feeder path	1	3	2	2	0	2	10
Safety/ security	0	1	1	6	0	1	9
Siblings attend same school	0	0	1	4	0	4	9
Quality of their education/ curriculum	0	1	1	4	0	0	6
Limit student disruption	0	1	0	3	0	1	5

Table Continued

(Question 7 continued, “Are there any other concerns you would have should your student end up attending another school?”)

TABLE CONTINUED

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Accessibility to special education services/ resources	0	0	0	4	0	0	4
Size of their class	0	0	1	3	0	0	4
Good communication	0	0	0	3	0	0	3
Limit overcrowding/ overflow	0	0	0	3	0	0	3
Racial and economic diversity of classmates	0	0	0	2	0	1	3
Student well-being	0	1	0	0	0	1	2
COVID-19 concerns	0	0	0	1	0	0	1
Equal opportunities at all the schools/ for all students	1	0	0	0	0	0	1
Logical/ clear boundaries	0	0	0	1	0	0	1

*219 responded to this question: 13-Chinese Immersion, 19-Creative Science School, 30-Japanese Immersion, 123-Neighborhood Program, 2-Russian Immersion and 32-Spanish Immersion
Question allowed for more than one response

(Question 7 continued, “Are there any other concerns you would have should your student end up attending another school?”)

**PERCENTAGES*

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Same school as they have attended. I do not want them to change	30.8%	52.6%	20.0%	25.2%	0.0%	18.8%	26.0%
Proximity to our home/ walkability	15.4%	10.5%	3.3%	23.6%	0.0%	37.5%	21.0%
Go to the same school as their nearby neighborhood friends	7.7%	21.1%	13.3%	22.8%	50.0%	15.6%	19.6%
Focus programs/ clubs/ opportunities	53.8%	10.5%	46.7%	6.5%	0.0%	28.1%	18.3%
Difficult adjustment/ transition	0.0%	15.8%	13.3%	20.3%	0.0%	12.5%	16.4%
Concerned about bussing/ do not want my child to be bussed	15.4%	5.3%	0.0%	13.0%	0.0%	25.0%	12.3%
Quality of the school and their teachers	0.0%	10.5%	6.7%	13.0%	50.0%	6.3%	10.5%
Same middle/ high school feeder path	7.7%	15.8%	6.7%	1.6%	0.0%	6.3%	4.6%
Safety/ security	0.0%	5.3%	3.3%	4.9%	0.0%	3.1%	4.1%
Siblings attend same school	0.0%	0.0%	3.3%	3.3%	0.0%	12.5%	4.1%
Quality of their education/ curriculum	0.0%	5.3%	3.3%	3.3%	0.0%	0.0%	2.7%
Limit student disruption	0.0%	5.3%	0.0%	2.4%	0.0%	3.1%	2.3%
Accessibility to special education services/ resources	0.0%	0.0%	0.0%	3.3%	0.0%	0.0%	1.8%

Table Continued

(Question 7 continued, “Are there any other concerns you would have should your student end up attending another school?”)

TABLE CONTINUED

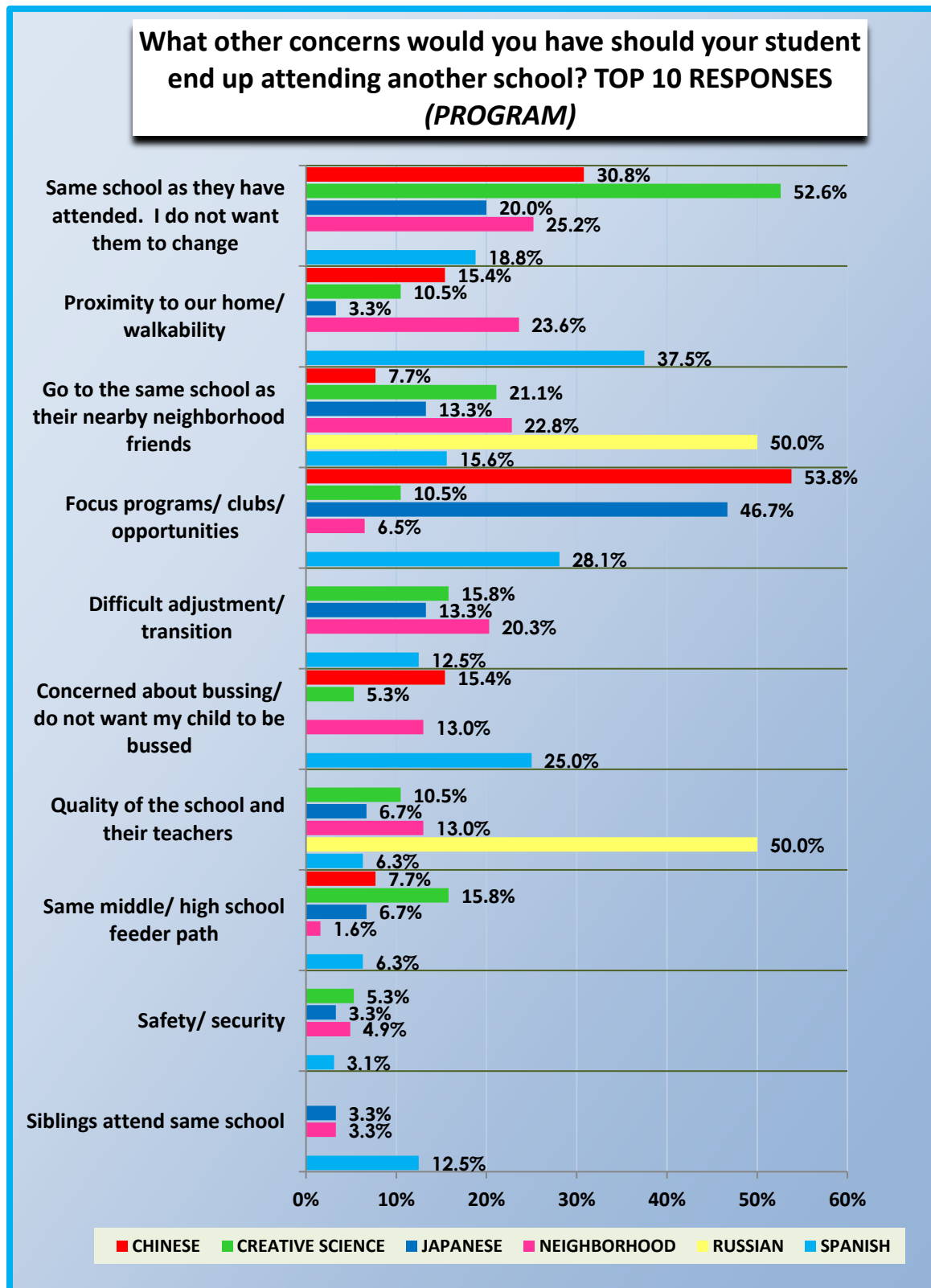
RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Size of their class	0.0%	0.0%	3.3%	2.4%	0.0%	0.0%	1.8%
Good communication	0.0%	0.0%	0.0%	2.4%	0.0%	0.0%	1.4%
Limit overcrowding/ overflow	0.0%	0.0%	0.0%	2.4%	0.0%	0.0%	1.4%
Racial and economic diversity of classmates	0.0%	0.0%	0.0%	1.6%	0.0%	3.1%	1.4%
Student well-being	0.0%	5.3%	0.0%	0.0%	0.0%	3.1%	0.9%
COVID-19 concerns	0.0%	0.0%	0.0%	0.8%	0.0%	0.0%	0.5%
Equal opportunities at all the schools/ for all students	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%
Logical/ clear boundaries	0.0%	0.0%	0.0%	0.8%	0.0%	0.0%	0.5%

*219 responded to this question: 13-Chinese Immersion, 19-Creative Science School, 30-Japanese Immersion, 123-Neighborhood Program, 2-Russian Immersion and 32-Spanish Immersion

Question allowed for more than one response

Percentages based on number of respondents

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")



(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

*TIMES MENTIONED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Same school as they have attended. I do not want them to change	7	5	16	5	2	0	0	22	57
Proximity to our home/ walkability	6	7	15	1	5	1	0	11	46
Go to the same school as their nearby neighborhood friends	1	2	5	2	6	1	1	25	43
Focus programs/ clubs/ opportunities	11	3	4	9	2	0	0	11	40
Difficult adjustment/ transition	3	3	11	1	0	0	0	18	36
Concerned about bussing/ do not want my child to be bussed	1	5	12	0	1	1	0	7	27
Quality of the school and their teachers	2	2	6	0	2	0	0	11	23
Same middle/ high school feeder path	1	0	2	0	0	0	0	7	10
Safety/ security	0	4	1	1	2	0	0	1	9
Siblings attend same school	0	0	6	2	0	0	0	1	9
Quality of their education/ curriculum	0	1	1	0	0	0	0	4	6
Limit student disruption	0	1	1	0	1	0	0	2	5

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Accessibility to special education services/ resources	0	0	3	0	0	0	0	1	4
Size of their class	0	0	2	0	0	0	0	2	4
Good communication	0	1	0	0	1	0	0	1	3
Limit overcrowding/ overflow	0	0	1	0	0	0	0	2	3
Racial and economic diversity of classmates	0	1	0	0	0	0	0	2	3
Student well-being	0	0	1	0	0	0	0	1	2
COVID-19 concerns	0	1	0	0	0	0	0	0	1
Equal opportunities at all the schools/ for all students	1	0	0	0	0	0	0	0	1
Logical/ clear boundaries	0	0	0	0	0	0	0	1	1

*219 responded to this question: 25-Asian, 21-Black, 58-Latino, 18-Multiple/Asian/White, 12-Multiracial, 2-Native, 1-Pacific Islander, and 82-White

Question allowed for more than one response

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

*PERCENTAGES

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Same school as they have attended. I do not want them to change	28.0%	23.8%	27.6%	27.8%	16.7%	0.0%	0.0%	26.8%	26.0%
Proximity to our home/ walkability	24.0%	33.3%	25.9%	5.6%	41.7%	50.0%	0.0%	13.4%	21.0%
Go to the same school as their nearby neighborhood friends	4.0%	9.5%	8.6%	11.1%	50.0%	50.0%	100%	30.5%	19.6%
Focus programs/ clubs/ opportunities	44.0%	14.3%	6.9%	50.0%	16.7%	0.0%	0.0%	13.4%	18.3%
Difficult adjustment/ transition	12.0%	14.3%	19.0%	5.6%	0.0%	0.0%	0.0%	22.0%	16.4%
Concerned about bussing/ do not want my child to be bussed	4.0%	23.8%	20.7%	0.0%	8.3%	50.0%	0.0%	8.5%	12.3%
Quality of the school and their teachers	8.0%	9.5%	10.3%	0.0%	16.7%	0.0%	0.0%	13.4%	10.5%
Same middle/ high school feeder path	4.0%	0.0%	3.4%	0.0%	0.0%	0.0%	0.0%	8.5%	4.6%
Safety/ security	0.0%	19.0%	1.7%	5.6%	16.7%	0.0%	0.0%	1.2%	4.1%
Siblings attend same school	0.0%	0.0%	10.3%	11.1%	0.0%	0.0%	0.0%	1.2%	4.1%
Quality of their education/ curriculum	0.0%	4.8%	1.7%	0.0%	0.0%	0.0%	0.0%	4.9%	2.7%
Limit student disruption	0.0%	4.8%	1.7%	0.0%	8.3%	0.0%	0.0%	2.4%	2.3%

Table Continued

(Question 7 continued, “Are there any other concerns you would have should your student end up attending another school?”)

TABLE CONTINUED

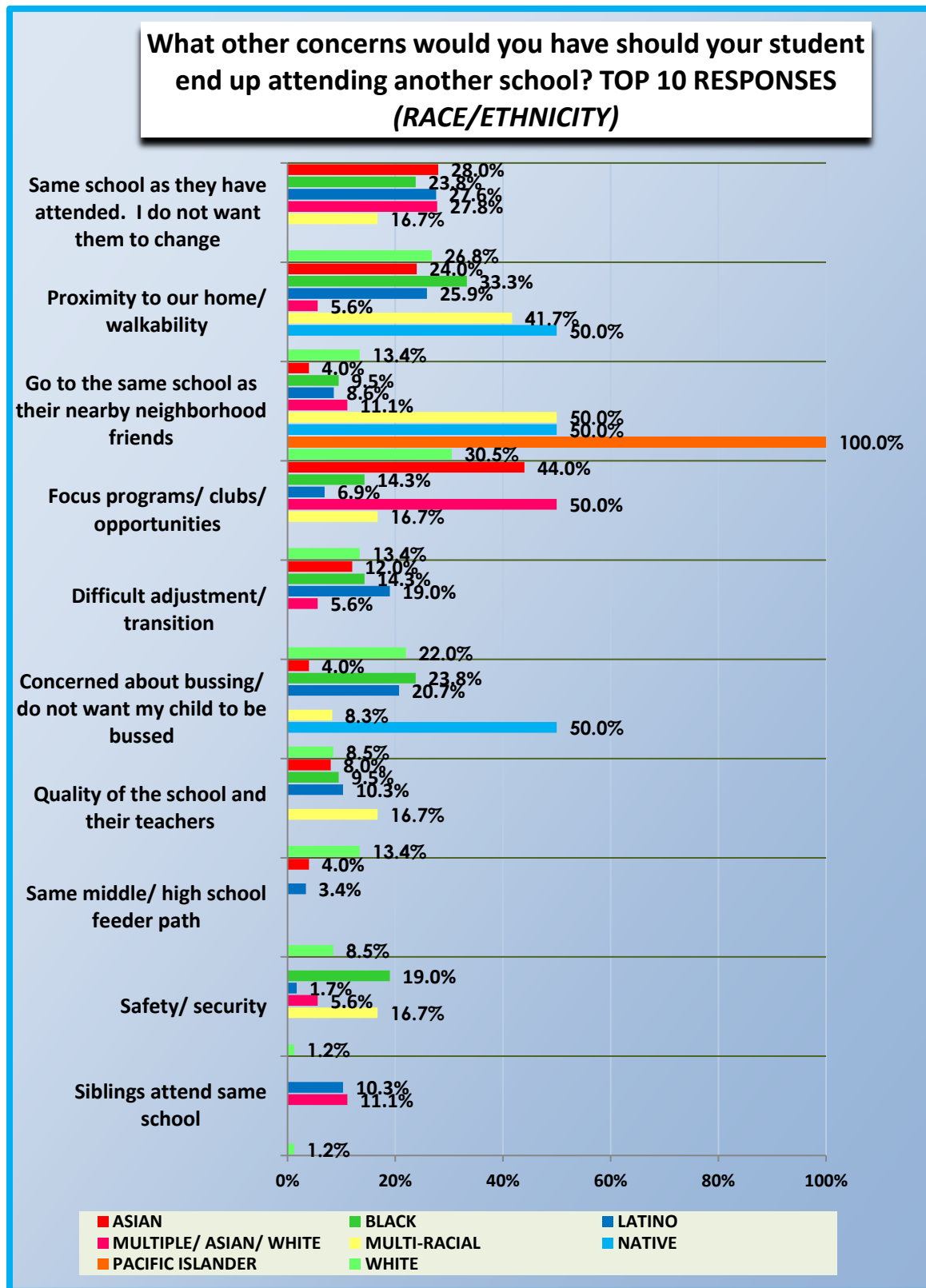
RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Accessibility to special education services/ resources	0.0%	0.0%	5.2%	0.0%	0.0%	0.0%	0.0%	1.2%	1.8%
Size of their class	0.0%	0.0%	3.4%	0.0%	0.0%	0.0%	0.0%	2.4%	1.8%
Good communication	0.0%	4.8%	0.0%	0.0%	8.3%	0.0%	0.0%	1.2%	1.4%
Limit overcrowding/ overflow	0.0%	0.0%	1.7%	0.0%	0.0%	0.0%	0.0%	2.4%	1.4%
Racial and economic diversity of classmates	0.0%	4.8%	0.0%	0.0%	0.0%	0.0%	0.0%	2.4%	1.4%
Student well-being	0.0%	0.0%	1.7%	0.0%	0.0%	0.0%	0.0%	1.2%	0.9%
COVID-19 concerns	0.0%	4.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%
Equal opportunities at all the schools/ for all students	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%
Logical/ clear boundaries	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	0.5%

*219 responded to this question: 25-Asian, 21-Black, 58-Latino, 18-Multiple/Asian/White, 12-Multiracial, 2-Native, 1-Pacific Islander, and 82-White

Question allowed for more than one response

Percentages based on number of respondents

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")



(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

CATEGORIES DEFINED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Chinese Immersion	Asian	Hosford	Concerned about bussing/ do not want my child to be bussed & Focus programs/ clubs/ opportunities & Proximity to our home/ walkability	Transportation time, reconfigurations if go to Madison. It's a one hour commute on bus. Concerned because my student can go to Cleveland to the IB program and that would be eliminated. Worried because the successful Mandarin program will be relocated to the outer
Chinese Immersion	Asian	Hosford	Equal opportunities at all the schools/ for all students & Focus programs/ clubs/ opportunities	I'm concerned that they will pull out Chinese Immersion from Hosford, not want teachers and eighth grade trips to be taken by the new school. I wish they could offer it in multiple schools, like they do for Spanish.
Chinese Immersion	Asian	Hosford	Focus programs/ clubs/ opportunities	My concern is that they are changing my child's language immersion focused track that is supposed to be International Baccalaureate. We may need to choose to leave Portland Public for that.
Chinese Immersion	Asian	Hosford	Focus programs/ clubs/ opportunities	I don't like the boundaries changing in that way. The school program should not be taken over from the regular school.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Chinese Immersion	Asian	Hosford	Focus programs/ clubs/ opportunities & Same middle/ high school feeder path	What the program my child is in, is so he can get into the IB program diploma and I'd like him to continue on to that path, whereas if they change the schools he'd not be able to do that. High schooler to stay in that program and not change the program. If he'd need to stay in those courses and have to change to another school. For them to change the program mid-stream would be disruptive. It's not fair to start a program and not continue the way it was structured. It's not right. We committed to this program with the school district, but they are not committed to us.
Chinese Immersion	Asian	Hosford	Go to the same school as their nearby neighborhood friends	That they would no longer be with their friends and group they are going to school with currently and it would be a long drive to go to the High School that is being proposed.
Chinese Immersion	Asian	Hosford	Proximity to our home/ walkability & Same school as they have attended. I do not want them to change	I just want them to stay put for now. We don't want the school to be moved too far away from us, to take too much time in transportation to the school
Chinese Immersion	Asian	Hosford	Same school as they have attended. I do not want them to change	I like the school where they stay, and I don't want to change at all.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Chinese Immersion	Latino	Hosford	Concerned about bussing/ do not want my child to be bussed	Need middle school transportation to ELI middle school students living farther out, since the school day is later, they drop out and won't be able to attend. I worry about whether my kids can continue if they can't get adequate transportation. I won't send my student on a city bus. That would limit her opportunity.
Chinese Immersion	Multiple/ Asian/ White	Hosford	Same school as they have attended. I do not want them to change	We moved to a certain area to get them in a good school. now they are changing the boundaries and putting them in another school. I paid for a house in a specific neighborhood to get our kids into a certain school. Now they are talking about moving our kids to a lower performing school.
Chinese Immersion	White	Hosford	Focus programs/ clubs/ opportunities	My child would not continue in the program if that would happen.
Chinese Immersion	White	Hosford	Focus programs/ clubs/ opportunities	I will drop this program if that happens.
Chinese Immersion	White	Hosford	Same school as they have attended. I do not want them to change	We would not change and do everything to keep them there. Or we are considering private as well.
Creative Science School	Latino	Creative Science	Limit student disruption	The less reconfiguration the better. She already was involved in a reconfiguration.
Creative Science School	Multiracial	Creative Science	Concerned about bussing/ do not want my child to be bussed & Safety/ security	Transportation and safety to and from school.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Creative Science School	Pacific Islander	Creative Science	Go to the same school as their nearby neighborhood friends	It's important to have the same peer group all through school.
Creative Science School	White	Creative Science	Difficult adjustment/ transition	Emotionally difficult if child will go someplace different than where she has planned on for years.
Creative Science School	White	Creative Science	Difficult adjustment/ transition	Don't want more disruption, especially after this COVID year. See more disruption by changing schools next year. They'd lose their community and their teachers and friends. Especially for disadvantaged kids.
Creative Science School	White	Creative Science	Difficult adjustment/ transition & Same middle/ high school feeder path & Student well-being	Always planned to go to Franklin High School on that path. It might derail their emotional links and highly disrupt them. The parents can do whatever they want, and the school administrators can do whatever they want, but the kids are the ones who actually pay the price for those decisions.
Creative Science School	White	Creative Science	Focus programs/ clubs/ opportunities & Same school as they have attended. I do not want them to change	Very problematic for them to drive across town to go to school for seven years. I want Creative Science to stay a focus program school. I don't want the kids who are there already to have to change next year. It's fine if it's a neighborhood and focus school, but don't want their kids to leave.
Creative Science School	White	Creative Science	Focus programs/ clubs/ opportunities & Same school as they have attended. I do not want them to change	Only if my daughter has to stop going to Creative Science. It would be okay if she was in feeder for Madison as well.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Creative Science School	White	Creative Science	Go to the same school as their nearby neighborhood friends	Really want to keep the social group for my daughter. My son may be fine with a new school.
Creative Science School	White	Creative Science	Go to the same school as their nearby neighborhood friends & Same school as they have attended. I do not want them to change	I want our child to stay with all of his friends from school. We live in the Laurelhurst area, on the border of north and south. We want to stay with Creative Science. If we don't, we may withdraw our youngest and do homeschooling. We have homeschooled before and I am a private tutor. I see children with parents who do not have the resources or information on how to access the extra programs, especially the lotteries, etc. I really want to see the district make it much easier for all the parents to have those opportunities. Better parity.
Creative Science School	White	Creative Science	Go to the same school as their nearby neighborhood friends & Same school as they have attended. I do not want them to change	Want them to go to the same school as the friends and classmates.
Creative Science School	White	Creative Science	Proximity to our home/ walkability & Same middle/ high school feeder path	We live just a mile away from the high school. I want all my children to go there. And stay with their feeder school plan. I want to have the community feeling of all the kids going with their friends and families of their friends.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Creative Science School	White	Creative Science	Proximity to our home/ walkability & Same school as they have attended. I do not want them to change	Very concerned about that. I have a middle school two blocks away and we see the one our children would have to go to is two to three miles away. Actually, really would prefer to stay at Creative Science.
Creative Science School	White	Creative Science	Quality of the school and their teachers & Quality of their education/ curriculum & Same school as they have attended. I do not want them to change	Want to stay at Creative Science with the quality of the teachers and the attention to special ed and higher education programs. The community involvement is amazing there.
Creative Science School	White	Creative Science	Quality of the school and their teachers & Same school as they have attended. I do not want them to change	Really want our daughter at Creative Science. Our older daughter struggled with school at Arleta and was picked on with no discipline for bullying. There were also lower learning accomplishments there and no focus on tolerance, community or getting along. I'm very glad my younger children are at Creative Science.
Creative Science School	White	Creative Science	Same middle/ high school feeder path	Would love to have my kids in one feeder path for the rest of schooling. I really want my eighth-grade son to go to Franklin and hope that it does not change next year.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Creative Science School	White	Creative Science	Same school as they have attended. I do not want them to change	Want to keep her at Creative Science for the community support, which is there even with distance learning. It would be devastating to not get to be with her Creative Science community. Dissolving and breaking apart K-8 schools is a big change. Parents appreciate their older children being able to help take care of their younger children. Really want to see more stability, especially right now.
Creative Science School	White	Creative Science	Same school as they have attended. I do not want them to change	May not even stay in school district if our youngest cannot stay in Creative Science. It would be a real game changer.
Creative Science School	White	Creative Science	Same school as they have attended. I do not want them to change	I do not want Creative Science to be turned into a middle school. I want them to continue where they have been through eighth grade.
Japanese Immersion	Asian	Mt. Tabor	Difficult adjustment/ transition	I would be concerned about my child having anxiety in adjusting to a new school.
Japanese Immersion	Asian	Mt. Tabor	Difficult adjustment/ transition	Emotionally it can be hard to adjust to a new school and new friends.
Japanese Immersion	Asian	Mt. Tabor	Focus programs/ clubs/ opportunities	My child is on a dual-language path and my concern would be that if she has to go to a different school then the higher-level classes in that language would not be available.
Japanese Immersion	Asian	Mt. Tabor	Focus programs/ clubs/ opportunities	I would only be concerned if they couldn't be in the same program they are currently in.
Japanese Immersion	Asian	Mt. Tabor	Focus programs/ clubs/ opportunities	I want my children to continue in the Japanese magnet program.
Japanese Immersion	Asian	Mt. Tabor	Focus programs/ clubs/ opportunities	I want her to continue to be in the magnet program.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Japanese Immersion	Asian	Mt. Tabor	Same school as they have attended. I do not want them to change	People buy homes specifically for their children to attend certain schools. The school makes the neighborhood.
Japanese Immersion	Asian	Mt. Tabor	Same school as they have attended. I do not want them to change	I would be disappointed if my children had to attend a different school and switch during middle school.
Japanese Immersion	Black	Mt. Tabor	Proximity to our home/ walkability & Quality of the school and their teachers & Safety/ security	I don't want him to have a longer commute or change the high school he will attend. I don't want a less safe or less educationally supportive environment. What will be the achievement gap between his last school and next school?
Japanese Immersion	Latino	Mt. Tabor	Difficult adjustment/ transition & Same school as they have attended. I do not want them to change	All changes are scary for students. It should start with the newly enrolled classes. Give returning students a choice.
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	Focus programs/ clubs/ opportunities	We go to emergent program so I don't know if this would apply to our kids.
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	Focus programs/ clubs/ opportunities	They're in a language immersion program and moving would disrupt that.
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	Focus programs/ clubs/ opportunities	They are in a Japanese immersion program so they need to stay with the school with that program.
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	Focus programs/ clubs/ opportunities	Our kids are in a language immersion program and moving schools would cause issues.
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	Focus programs/ clubs/ opportunities	I want her to remain in the focus language program.
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	Focus programs/ clubs/ opportunities	Having equitable programming for the new school they might attend.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	Focus programs/ clubs/ opportunities	As long as they can stay in the DLI program
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	Focus programs/ clubs/ opportunities & Same school as they have attended. I do not want them to change	I want him to stay in his current school for his current program.
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	Go to the same school as their nearby neighborhood friends	My daughter would not be happy about breaking from her friend group.
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	Same school as they have attended. I do not want them to change	I don't want my daughter to move schools since she's already been there three years.
Japanese Immersion	Multiracial	Mt. Tabor	Focus programs/ clubs/ opportunities	My daughter is in the Japanese dual language immersion program and she is supposed to be able to follow with that through Grant High School. We have made adjustments to our lives to support this. A last-minute change would be really difficult for me as a single-mother with cancer. I moved near Grant because of this plan. A change would be difficult. A couple years notice would be important for making adjustments.
Japanese Immersion	Native	Mt. Tabor	Go to the same school as their nearby neighborhood friends	Yes, I would be concerned if he would be separated from his neighborhood friends.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Japanese Immersion	White	Mt. Tabor	Difficult adjustment/ transition & Quality of the school and their teachers	It's just an unknown. I wouldn't know anything about the new school.
Japanese Immersion	White	Mt. Tabor	Focus programs/ clubs/ opportunities	Yes, because she is in an immersion program. As long as she could continue it.
Japanese Immersion	White	Mt. Tabor	Go to the same school as their nearby neighborhood friends	My child is in eighth grade so it doesn't really apply to him, but if he were younger, moving him would separate him from his friends which would be a problem.
Japanese Immersion	White	Mt. Tabor	Go to the same school as their nearby neighborhood friends	Coherence in current social groups is critical to their education and growth.
Japanese Immersion	White	Mt. Tabor	Quality of their education/ curriculum	As long as they get a good education.
Japanese Immersion	White	Mt. Tabor	Same middle/ high school feeder path & Same school as they have attended. I do not want them to change	I would not want to have to remove my kids from the track he is in.
Japanese Immersion	White	Mt. Tabor	Same middle/ high school feeder path & Siblings attend same school	All three of my kids are following on the same feeder path and I don't want that to change.
Japanese Immersion	White	Mt. Tabor	Size of their class	As long as the class size is small. I drive them anyway.
Neighborhood Program	Asian	Atkinson	Same school as they have attended. I do not want them to change	I want them to stay at the school they are in. I do not want them to change schools at all.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Asian	Creston	Focus programs/ clubs/ opportunities	As long as they get to stay in the same immersion program it would be okay.
Neighborhood Program	Asian	Lane	Difficult adjustment/ transition	It would be hard for the kids
Neighborhood Program	Asian	Lane	Proximity to our home/ walkability & Quality of the school and their teachers	As long as it is close to the house and has a convenient schedule
Neighborhood Program	Asian	Lane	Proximity to our home/ walkability & Same school as they have attended. I do not want them to change	Kid doesn't want to go to a different school because current is so close
Neighborhood Program	Asian	Lane	Quality of the school and their teachers	I would like it if they could go to better school.
Neighborhood Program	Asian	Lane	Same school as they have attended. I do not want them to change	I would home school if they had to go to a different school.
Neighborhood Program	Asian	Marysville	Proximity to our home/ walkability	It would be very difficult for us because that would affect our scheduling.
Neighborhood Program	Black	Creston	Safety/ security & Same school as they have attended. I do not want them to change	I would be pissed off because we moved so we would be near both a middle school and high school. This is important to me so my older child can walk with and make sure my younger child gets to school safely.
Neighborhood Program	Black	Harrison Park	Concerned about bussing/ do not want my child to be bussed	Transportation would be my biggest concern.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Black	Harrison Park	Concerned about bussing/ do not want my child to be bussed & Proximity to our home/ walkability	Transportation is my concern, where my child will go and how far will I have to travel.
Neighborhood Program	Black	Harrison Park	Concerned about bussing/ do not want my child to be bussed & Proximity to our home/ walkability	The inconvenience that it would cause, having to rearrange transportation, etc.
Neighborhood Program	Black	Harrison Park	Concerned about bussing/ do not want my child to be bussed & Proximity to our home/ walkability	If the school was not close enough to home, that would be an issue, or if transportation was needed, that would be an issue and a lot of other things would have to change and that would cause some issues. It would not be good.
Neighborhood Program	Black	Harrison Park	Good communication & Difficult adjustment/ transition	I would be concerned about transition, if there would be attentiveness to the needs of students coming from different schools and will they support with the transition. Also, communication with families will be very important.
Neighborhood Program	Black	Harrison Park	Proximity to our home/ walkability	It's important for my children to be at a school that is close to our home.
Neighborhood Program	Black	Harrison Park	Same school as they have attended. I do not want them to change	They should stay where they are.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Black	Harrison Park	Same school as they have attended. I do not want them to change	I would prefer not to move my child to another school. I had to switch schools because he has problems with school and the school, he is in right now is a better fit. I would want him to stay where he is because it's a good fit and I do not want to switch again.
Neighborhood Program	Black	Lane	Concerned about bussing/ do not want my child to be bussed	As long as they were able to get there.
Neighborhood Program	Black	Lane	COVID-19 concerns	With everything online, I don't know how they would meet in person.
Neighborhood Program	Black	Lane	Proximity to our home/ walkability & Quality of the school and their teachers & Same school as they have attended. I do not want them to change	It would depend on what school it was. Location and student body makeup and faculty makeup would be issues. I would prefer they stay where they are.
Neighborhood Program	Black	Lane	Quality of their education/ curriculum & Safety/ security	They would have to have the same level of learning and safety.
Neighborhood Program	Black	Lent	Focus programs/ clubs/ opportunities	The new school should have better programs and activities.
Neighborhood Program	Black	Lent	Proximity to our home/ walkability	Distance from home.
Neighborhood Program	Black	Marysville	Difficult adjustment/ transition & Safety/ security	Behavior issues, adjustment issues would be a problem.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Black	Vestal	Difficult adjustment/ transition & Go to the same school as their nearby neighborhood friends	not being familiar with new area/starting over again with new friends
Neighborhood Program	Latino	Arleta	Limit overcrowding/ overflow	Wouldn't mind them getting out of Arleta. It's overcrowded!
Neighborhood Program	Latino	Arleta	Quality of the school and their teachers	Any middle school instead of K-8 will work out well.
Neighborhood Program	Latino	Arleta	Same school as they have attended. I do not want them to change	Really like Arleta. My child has friends, better learning in activities, don't want them to start all over
Neighborhood Program	Latino	Arleta	Same school as they have attended. I do not want them to change	I want to be at Kellogg.
Neighborhood Program	Latino	Arleta	Siblings attend same school	It's difficult to have my kids in different schools, daycare, and staggered start times too far away. I'm a single mom and can't do everything.
Neighborhood Program	Latino	Bridger	Focus programs/ clubs/ opportunities	I want them to be in a Spanish immersion program.
Neighborhood Program	Latino	Harrison Park	Accessibility to special education services/ resources & Same school as they have attended. I do not want them to change	I have a child with a disability, so that would be a big problem.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Latino	Harrison Park	Concerned about bussing/ do not want my child to be bussed & Proximity to our home/ walkability	I'm not that concerned, I would not want them to change schools but if they have to, how far from home will they have to go and how long is the travel time.
Neighborhood Program	Latino	Harrison Park	Proximity to our home/ walkability	Distance, how far from home.
Neighborhood Program	Latino	Harrison Park	Same school as they have attended. I do not want them to change	I don't want my child to go to a different school.
Neighborhood Program	Latino	Hosford	Accessibility to special education services/ resources & Quality of their education/ curriculum	PPS has let us down in terms of options for my student who needed, not just focusing on success with static idea of learning, we looked for charter schools that cater to a higher experience so she could read, math.
Neighborhood Program	Latino	Hosford	Difficult adjustment/ transition	I have concerns about changing. Middle school is challenging enough, and additional changes would be more impactful.
Neighborhood Program	Latino	Hosford	Focus programs/ clubs/ opportunities & Same school as they have attended. I do not want them to change	I'm aiming him toward the school he is going to because of the programs I anticipate him being able to participate in. Location, not a specific concern.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Latino	Hosford	Go to the same school as their nearby neighborhood friends & Difficult adjustment/ transition	I'd have a lot of concerns. My child is adopted and speaking with his friends and being with his classmates is something that he needs to stay with his peer group otherwise he won't be doing well. If they rewrite the boundaries, he'd have to be with the people he knows. I'd be upset, as we bought into house in a neighborhood for the High school. Our son might be impacted by sports teams that the kids have played together for years and years, that would be detrimental to split up the teams that have been together.
Neighborhood Program	Latino	Hosford	Quality of the school and their teachers	Grade reconfiguration would be a concern.
Neighborhood Program	Latino	Hosford	Same school as they have attended. I do not want them to change	I would hope he would stay in the same school.
Neighborhood Program	Latino	Hosford	Size of their class	If it were possible to go to another school, we would decide to go to with smaller class sizes. It depends on what school they are opening up.
Neighborhood Program	Latino	Lane	Accessibility to special education services/ resources & Difficult adjustment/ transition	The transition would be difficult because he is on an IEP and has a lot of special ed teachers.
Neighborhood Program	Latino	Lane	Concerned about bussing/ do not want my child to be bussed	I would have a have a way to get them to school.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Latino	Lane	Difficult adjustment/ transition & Same school as they have attended. I do not want them to change	My son's been at the same school for three years. It would be too big of an impact for him.
Neighborhood Program	Latino	Lane	Difficult adjustment/ transition & Same school as they have attended. I do not want them to change	I'm not sure if he'll be comfortable at the new school so I don't want that to happen.
Neighborhood Program	Latino	Lane	Proximity to our home/ walkability	It would depend on how far away the school is and the reasons why they were relocated.
Neighborhood Program	Latino	Lane	Quality of the school and their teachers	It would depend on the school
Neighborhood Program	Latino	Lane	Quality of the school and their teachers & Size of their class	Class sizes and the dynamics of the students.
Neighborhood Program	Latino	Lent	Concerned about bussing/ do not want my child to be bussed	Especially concerned about transportation. I can't drive or take buses. All four kids will need extra help with transportation.
Neighborhood Program	Latino	Lent	Go to the same school as their nearby neighborhood friends & Proximity to our home/ walkability & Same middle/ high school feeder path	Stay with K-8 friends and classmates on the feeder path to Franklin and the ability to walk to school because it's close.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Latino	Lent	Proximity to our home/ walkability	My daughter was going to a school downtown, which was way too far and had lots of buses. It would be better if she goes to a closer school next year in a comfortable learning environment.
Neighborhood Program	Latino	Marysville	Concerned about bussing/ do not want my child to be bussed	Transportation issues, depending on distance.
Neighborhood Program	Latino	Marysville	Proximity to our home/ walkability	They need to be within walking distance.
Neighborhood Program	Latino	Mt. Tabor	Difficult adjustment/ transition & Same school as they have attended. I do not want them to change	He has already established social relationships with other students, principals, teachers. It would be tough for him to change schools and have to do this all over again.
Neighborhood Program	Latino	Mt. Tabor	Focus programs/ clubs/ opportunities	I want my kids to stay in the immersion program.
Neighborhood Program	Latino	Mt. Tabor	Quality of the school and their teachers	I would be concerned if there was not a good mindset and practice of inclusion.
Neighborhood Program	Latino	Mt. Tabor	Same school as they have attended. I do not want them to change	I would like him to go to the same school for 8th grade as he is in 7th grade.
Neighborhood Program	Latino	Mt. Tabor	Same school as they have attended. I do not want them to change & Siblings attend same school	I want my children to stay in the same school together and not be split up.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Multiple/ Asian/ White	Arleta	Same school as they have attended. I do not want them to change & Siblings attend same school	Really want them to be at the same school together. One year at the same school and then have the sixth grader stay at that school.
Neighborhood Program	Multiple/ Asian/ White	Atkinson	Siblings attend same school	We have one student that is already attending one middle school and our other student might have to attend a different one or have to choose between a different one or the one the sibling attended. That would be a big problem for us.
Neighborhood Program	Multiple/ Asian/ White	Lent	Safety/ security	Issues with Kellogg include the busy main road, homeless population, and seedy motels across the street make it feel unsafe.
Neighborhood Program	Multiple/ Asian/ White	Mt. Tabor	Difficult adjustment/ transition & Go to the same school as their nearby neighborhood friends	I would say breaking up friend groups would concern me. Interruption of good social bonds can be especially difficult for middle school age girls.
Neighborhood Program	Multiple/ Asian/ White	Mt. Tabor	Proximity to our home/ walkability	The distance of the school would be an issue for walkability.
Neighborhood Program	Multiple/ Asian/ White	Mt. Tabor	Same school as they have attended. I do not want them to change	The preference would be for him to continue in the same school where he started. Begin by moving the incoming sixth graders and then add each year after that.
Neighborhood Program	Multiracial	Creston	Same school as they have attended. I do not want them to change	I would like them to stay at the school they go to now.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Multiracial	Hosford	Go to the same school as their nearby neighborhood friends & Limit student disruption & Quality of the school and their teachers	If he wasn't in eighth grade, or a possibility, the things listed are important for him to stay with his peers and teachers he's familiar with.
Neighborhood Program	Multiracial	Hosford	Go to the same school as their nearby neighborhood friends & Proximity to our home/ walkability	Neighborhood.
Neighborhood Program	Multiracial	Lane	Good communication	I would need to know why they had to go to a different school.
Neighborhood Program	Multiracial	Mt. Tabor	Focus programs/ clubs/ opportunities & Go to the same school as their nearby neighborhood friends & Proximity to our home/ walkability	The immersion schools are located in the neighborhood schools. I hope that relocation would take that into account and prioritize neighborhood kids staying in their current schools over immersion students who are traveling anyway.
Neighborhood Program	Multiracial	Mt. Tabor	Go to the same school as their nearby neighborhood friends & Proximity to our home/ walkability	I am concerned about my child being split up from friends and possibly having to attend a school further from home.
Neighborhood Program	Multiracial	Mt. Tabor	Go to the same school as their nearby neighborhood friends & Quality of the school and their teachers	I would have a concern about the quality of the facility and the teaching staff. And I would be concerned about my daughter being split from her friend group.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Multiracial	Mt. Tabor	Same school as they have attended. I do not want them to change	It makes no sense for my student to change schools just to balance out enrollment in other schools.
Neighborhood Program	Multiracial	Vestal	Go to the same school as their nearby neighborhood friends & Proximity to our home/ walkability & Safety/ security	Keeping the kids together, the distance of the school from home, consistency and safeness.
Neighborhood Program	Native	Lane	Concerned about bussing/ do not want my child to be bussed & Proximity to our home/ walkability	Transportation. They can walk where they go to school now so it wouldn't be good if they had to go to a farther away school.
Neighborhood Program	White	Arleta	Concerned about bussing/ do not want my child to be bussed	I don't want to have to drive my child to school. I want children to be more independent at the middle school level.
Neighborhood Program	White	Arleta	Difficult adjustment/ transition	Make sure my child is familiar with staff and the school. It would make it more difficult for him to learn if he is moved to a new school.
Neighborhood Program	White	Arleta	Difficult adjustment/ transition & Go to the same school as their nearby neighborhood friends	Staying with friends. Transitioning well to a new school would be hard. They don't need more obstacles to success.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	White	Arleta	Difficult adjustment/ transition & Go to the same school as their nearby neighborhood friends	Making the transition easier, especially staying with friends.
Neighborhood Program	White	Arleta	Go to the same school as their nearby neighborhood friends	I would like my son to go to Kellogg with all his friends.
Neighborhood Program	White	Arleta	Go to the same school as their nearby neighborhood friends & Good communication	When would this happen? 2020 or 2021 school year? Friend groups need to stick together. I want plenty of notice to prepare.
Neighborhood Program	White	Arleta	Limit overcrowding/ overflow & Safety/ security	Overcrowding at new schools. Unsafe school routes.
Neighborhood Program	White	Arleta	Proximity to our home/ walkability & Same school as they have attended. I do not want them to change	It's her last middle school year so I don't want her to move just for one year and then immediately do it again next year at high school. We are two houses from school now and there's a good community base and lots of neighborhood friends. I do not want her to go to a different school.
Neighborhood Program	White	Arleta	Quality of their education/ curriculum	Good curriculums.
Neighborhood Program	White	Atkinson	Racial and economic diversity of classmates	Thoughtful economic and racial integration.
Neighborhood Program	White	Atkinson	Same school as they have attended. I do not want them to change	I want my child to attend Kellogg

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	White	Creston	Go to the same school as their nearby neighborhood friends & Same school as they have attended. I do not want them to change	I would be furious. It is hard for kids to develop good friends the older they get. If they have a good group of friends at this age it is important to keep them together. The more kids are made to develop new friends the riskier it is that they will make the wrong friends. I researched and chose to live in my current home so that I could choose a school path that includes a high level of diversity and a high level of achievement.
Neighborhood Program	White	Creston	Proximity to our home/ walkability	I want my child to go to the school that is closest to home.
Neighborhood Program	White	Creston	Quality of the school and their teachers & Size of their class	Quality of the teachers is important and lower amount of kids or more assistants in the school. Teachers need assistants in the classroom to help with students who are disruptive so other kids can learn too.
Neighborhood Program	White	Creston	Same school as they have attended. I do not want them to change	He has gone to the same school K-8 and I am a fan of the K-8 model. The teachers have known him since he was little. Older kids are much gentler in a K-8 school than when they are in middle school.
Neighborhood Program	White	Hosford	Accessibility to special education services/ resources	As long as they had the same special education programs that they have now.
Neighborhood Program	White	Hosford	Concerned about bussing/ do not want my child to be bussed & Difficult adjustment/ transition	I would be concerned about adequate transportation. I would also be concerned about how my child would adjust to and understand a new environment.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	White	Hosford	Difficult adjustment/ transition	The transition.
Neighborhood Program	White	Hosford	Difficult adjustment/ transition & Go to the same school as their nearby neighborhood friends	My student went to an elementary school and made good friends and then had to go to a middle school without any of those friends because of the attendance boundaries. Just as he began to make a couple new friends, COVID hit and those friendships are on hold. He is a social learner, a group learner. It is challenging to do this over and over. He wants to get a special transfer to the school where his former friends are.
Neighborhood Program	White	Hosford	Difficult adjustment/ transition & Go to the same school as their nearby neighborhood friends & Quality of their education/ curriculum	I would be concerned about the disruption to education and my child maybe not being with their friends.
Neighborhood Program	White	Hosford	Focus programs/ clubs/ opportunities & Go to the same school as their nearby neighborhood friends	I want the students to have the same cohort throughout.
Neighborhood Program	White	Hosford	Focus programs/ clubs/ opportunities & Logical/ clear boundaries	The way they are tooling around with the Mandarin immersion program and the politics of it, it is impacting the kids who are not in the program. Boundaries should not be based on immersion programs. It should be based on where kids live.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	White	Hosford	Go to the same school as their nearby neighborhood friends	The lack of them having friends from their neighborhood in their new school.
Neighborhood Program	White	Hosford	Go to the same school as their nearby neighborhood friends & Limit student disruption	Knowing my child that he is not separated from his too many of classmates. I would not want the enrollment to be completely splintered. No one moves but their students go to all different schools. We try to obtain structure and normalcy with our kids.
Neighborhood Program	White	Hosford	Go to the same school as their nearby neighborhood friends & Quality of the school and their teachers	I want her to stay with her friends, her teachers, and what she started.
Neighborhood Program	White	Hosford	Go to the same school as their nearby neighborhood friends & Same school as they have attended. I do not want them to change	I don't want them to go to a different school. He would not want to go to school without his current friends.
Neighborhood Program	White	Hosford	Proximity to our home/ walkability	It's important for students to stay in familiar areas.
Neighborhood Program	White	Hosford	Proximity to our home/ walkability & Same middle/ high school feeder path	That it is not in the neighborhood. I know the staff at the feeder schools helps me as a parent.
Neighborhood Program	White	Hosford	Proximity to our home/ walkability & Same school as they have attended. I do not want them to change	I would not want that to happen. We live close enough to the schools and a relocation would disturb things.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	White	Hosford	Racial and economic diversity of classmates	I don't think the district is examining socio-economic equity levels as much as they should.
Neighborhood Program	White	Lane	Concerned about bussing/ do not want my child to be bussed	How easy would the transit be to and from that school?
Neighborhood Program	White	Lane	Concerned about bussing/ do not want my child to be bussed & Proximity to our home/ walkability	The longer commute would be an issue. How far away is it?
Neighborhood Program	White	Lane	Difficult adjustment/ transition & Go to the same school as their nearby neighborhood friends	Social networks and impacts if they were separated from their friends.
Neighborhood Program	White	Lane	Go to the same school as their nearby neighborhood friends	I would be concerned that she would be away from friends.
Neighborhood Program	White	Lane	Quality of the school and their teachers	I would encourage that this happened. I want my child at a different school.
Neighborhood Program	White	Lent	Concerned about bussing/ do not want my child to be bussed	Bussing concerns.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	White	Lent	Difficult adjustment/ transition & Go to the same school as their nearby neighborhood friends & Quality of the school and their teachers	Changing the children's teachers and friends that they have had since the beginning.
Neighborhood Program	White	Marysville	Concerned about bussing/ do not want my child to be bussed	Accessibility and transportation would be an issue.
Neighborhood Program	White	Marysville	Difficult adjustment/ transition & Limit student disruption & Proximity to our home/ walkability	Familiarity and stability and travel distances. His school is literally down the street from house.
Neighborhood Program	White	Marysville	Same school as they have attended. I do not want them to change	I don't want that to happen. I am happy with their schools.
Neighborhood Program	White	Mt. Tabor	Difficult adjustment/ transition & Go to the same school as their nearby neighborhood friends	It would be difficult for my child being separated from friends.
Neighborhood Program	White	Mt. Tabor	Difficult adjustment/ transition & Go to the same school as their nearby neighborhood friends & Same school as they have attended. I do not want them to change	I would have social concerns especially after the COVID interruption. I want her to go back to the same school where she started middle school.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	White	Mt. Tabor	Difficult adjustment/ transition & Same school as they have attended. I do not want them to change	It would be disruptive to my child. Kids should be grandfathered if they already started at a school.
Neighborhood Program	White	Mt. Tabor	Go to the same school as their nearby neighborhood friends & Quality of the school and their teachers	Whether or not they are moved within a cohort, rather than individually, and whether familiar teachers are also moving with them would be the two main concerns I would have.
Neighborhood Program	White	Mt. Tabor	Limit overcrowding/ overflow	I would be concerned if the new school is too crowded.
Neighborhood Program	White	Vestal	Difficult adjustment/ transition & Quality of the school and their teachers & Proximity to our home/ walkability	The process of learning new teachers and students, distance of new school from the home.
Russian Immersion	White	Lane	Go to the same school as their nearby neighborhood friends	Daughter would lose her friends if she had to move.
Russian Immersion	White	Lane	Quality of the school and their teachers	I would not mind a better school for my children.
Spanish Immersion	Asian	Lent	Focus programs/ clubs/ opportunities & Proximity to our home/ walkability	Lent is closet to our home. I would like our child to continue with the Spanish immersion program whatever school they go to.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Spanish Immersion	Black	Bridger	Focus programs/ clubs/ opportunities & Go to the same school as their nearby neighborhood friends	It would be nice if my child could attend the same school as kids on our street. The Spanish immersion program is important to me.
Spanish Immersion	Black	Bridger	Focus programs/ clubs/ opportunities & Racial and economic diversity of classmates	My children go to a Spanish immersion school and there are not a lot of black children in the school. They have already had to endure being called the N-word and name-calling. I don't want them to be subject to this all over again at a school without a lot of diversity.
Spanish Immersion	Black	Bridger	Limit student disruption & Same school as they have attended. I do not want them to change	The continuity of the education they are getting in their school and the community base they have built there are important for my students.
Spanish Immersion	Latino	Atkinson	Difficult adjustment/ transition & Proximity to our home/ walkability	My main concerns would be my schedule when it comes to driving to school if it's farther away, the child having to re-adjust to a different school and friends, the new school schedule. I would prefer not to change schools.
Spanish Immersion	Latino	Atkinson	Same middle/ high school feeder path & Same school as they have attended. I do not want them to change	I would not have them attend another school. It is very important for my children to stay on the same path and have consistency.
Spanish Immersion	Latino	Bridger	Concerned about bussing/ do not want my child to be bussed	I wouldn't have a problem with it as long as they provide transportation.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Spanish Immersion	Latino	Bridger	Concerned about bussing/ do not want my child to be bussed & Proximity to our home/ walkability & Siblings attend same school	Good school district transportation needs to be provided if students need to go very far to school. Families with students on more than one schedule are going to have problems. Also, they need to pay attention to elementary schools as well as middle schools. All schools need to have adequate space and support.
Spanish Immersion	Latino	Bridger	Go to the same school as their nearby neighborhood friends	My child is in the DLI program. Making sure this group that has been together since kindergarten stays together is a big concern.
Spanish Immersion	Latino	Bridger	Proximity to our home/ walkability	I need my students to be close to where I work in case, they need me.
Spanish Immersion	Latino	Bridger	Proximity to our home/ walkability & Same school as they have attended. I do not want them to change & Siblings attend same school	We have been scheduled for her to attend Franklin where my son went and close to our home. We moved here so my children could attend Franklin and I am very concerned that she might have to change schools.
Spanish Immersion	Latino	Bridger	Siblings attend same school	My students attend in the same building and I want them to stay that way. I want them to be on the same schedule and I don't want to drop my younger child off without their older sibling staying with them.
Spanish Immersion	Latino	Bridger	Student well-being	As long as my children are happy, and the school is a right fit for them I will be satisfied. I would only be concerned if my children were unhappy.
Spanish Immersion	Latino	Lent	Concerned about bussing/ do not want my child to be bussed	The other school has a bus. I want to make sure there's good transportation. I can't drive them to school.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Spanish Immersion	Latino	Lent	Concerned about bussing/ do not want my child to be bussed & Proximity to our home/ walkability	Just want to make sure they can get to school. I can't drive them if it is too far to walk.
Spanish Immersion	Latino	Lent	Concerned about bussing/ do not want my child to be bussed & Proximity to our home/ walkability & Safety/ security	If they were farther away from home, there would be transportation issues and there are busy streets at Kellogg. High school is right there. Maybe good for taking care of younger siblings, but also bad for the influence of older kids on the middle school kids. Also, the high school kids are able to go off campus and roam around more and they are driving. There are safety issues for not paying attention to younger kids.
Spanish Immersion	Latino	Lent	Concerned about bussing/ do not want my child to be bussed & Proximity to our home/ walkability	Distance and commute to new school and transportation/ buses.
Spanish Immersion	Latino	Lent	Concerned about bussing/ do not want my child to be bussed & Same school as they have attended. I do not want them to change	Will there be buses or are parents supposed to take kids? Really appreciated that they kids were able to go to the same school for their whole K-8 careers. Really want my daughter to keep going with her immersion classes. Do not want her to change.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Spanish Immersion	Latino	Lent	Difficult adjustment/ transition & Quality of the school and their teachers	It's very hard if they switch with conflicts and scheduling and various schools. I'm worried that they don't have the same comfortableness with friends and teachers. I don't want them to go somewhere unfamiliar. I'd worry about their safety at the new school.
Spanish Immersion	Latino	Lent	Go to the same school as their nearby neighborhood friends	Not seeing friends that they grew up with.
Spanish Immersion	Latino	Lent	Proximity to our home/ walkability	Really want them to be close to school. Too far will be a problem. My wife walks the kids to school and does not drive.
Spanish Immersion	Latino	Lent	Proximity to our home/ walkability & Same school as they have attended. I do not want them to change & Siblings attend same school	Really want our son to follow where our older son and daughter went to Benson High School rather than our neighborhood school. Stay on the same feeder path they are on right now. If no choice were available because of bigger issues like COVID, etc. we are okay with our son going to whichever school he needs to go.
Spanish Immersion	Latino	Mt. Tabor	Difficult adjustment/ transition	It's hard for kids to transfer to a different school after being with the same students for several years.
Spanish Immersion	Latino	Mt. Tabor	Difficult adjustment/ transition & Go to the same school as their nearby neighborhood friends	The learning curve of a new school would be one concern and that they might not be with some of their closer friends.
Spanish Immersion	Latino	Mt. Tabor	Focus programs/ clubs/ opportunities	I want my child to continue in the immersion program.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Spanish Immersion	Multiple/ Asian/ White	Bridger	Focus programs/ clubs/ opportunities	I will be disappointed if she doesn't go to Kellogg with the immersion program.
Spanish Immersion	Multiracial	Bridger	Proximity to our home/ walkability	I would not have them do that. I live right next to Kellogg so I wouldn't accept another school.
Spanish Immersion	White	Atkinson	Focus programs/ clubs/ opportunities	My child is in an emergent program, so my concern is that another school will provide the same program.
Spanish Immersion	White	Atkinson	Same middle/ high school feeder path	It's fine if my children go to Kellogg Middle School, but the only stipulation is that they go to Franklin High School.
Spanish Immersion	White	Bridger	Concerned about bussing/ do not want my child to be bussed & Focus programs/ clubs/ opportunities & Proximity to our home/ walkability	I don't like them to have to take a city bus down 82nd to school when there is a high school closer to my house. I want my students in the immersion program. Bridger shouldn't have to change significantly more than other schools. The plan I have seen splits our school attendance in a strange place. I don't understand why it doesn't split on a major road instead of splitting a neighborhood.
Spanish Immersion	White	Bridger	Focus programs/ clubs/ opportunities & Go to the same school as their nearby neighborhood friends	I am concerned about the consistency of attending with the students they have been with, especially with fellow classmates in the Spanish Immersion program. Splitting them up is not good. We bought this house so my son could be in this program and form a community of students he could move through all grade levels with.

Table Continued

(Question 7 continued, "Are there any other concerns you would have should your student end up attending another school?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Spanish Immersion	White	Mt. Tabor	Focus programs/ clubs/ opportunities & Quality of the school and their teachers & Same school as they have attended. I do not want them to change	My children should remain in the language immersion program and finding teachers for that program is difficult. Also making sure my child has the best teachers.

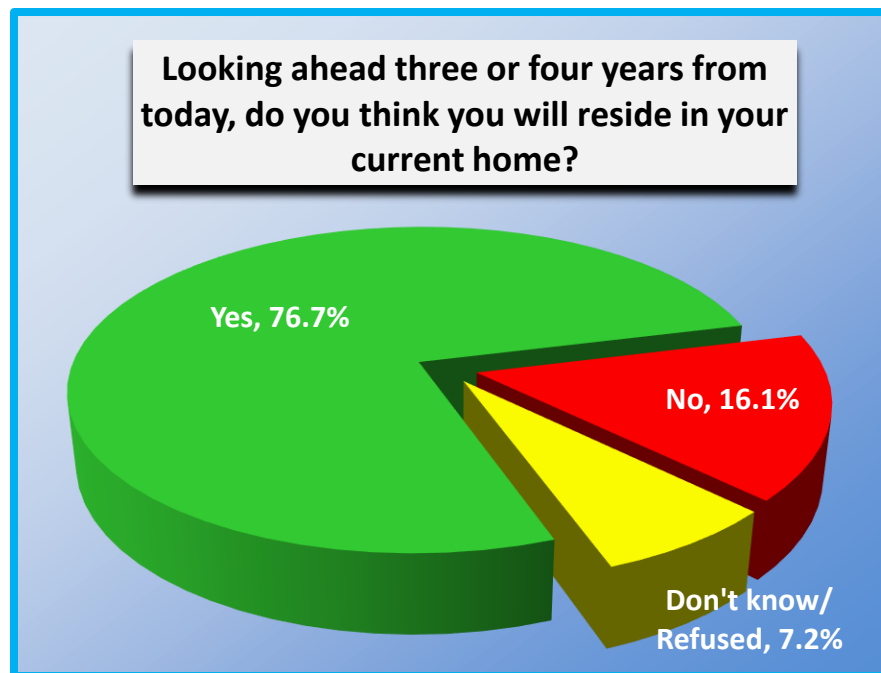
8). Looking ahead three or four years from today, do you think you will reside in your current home?

TIMES MENTIONED

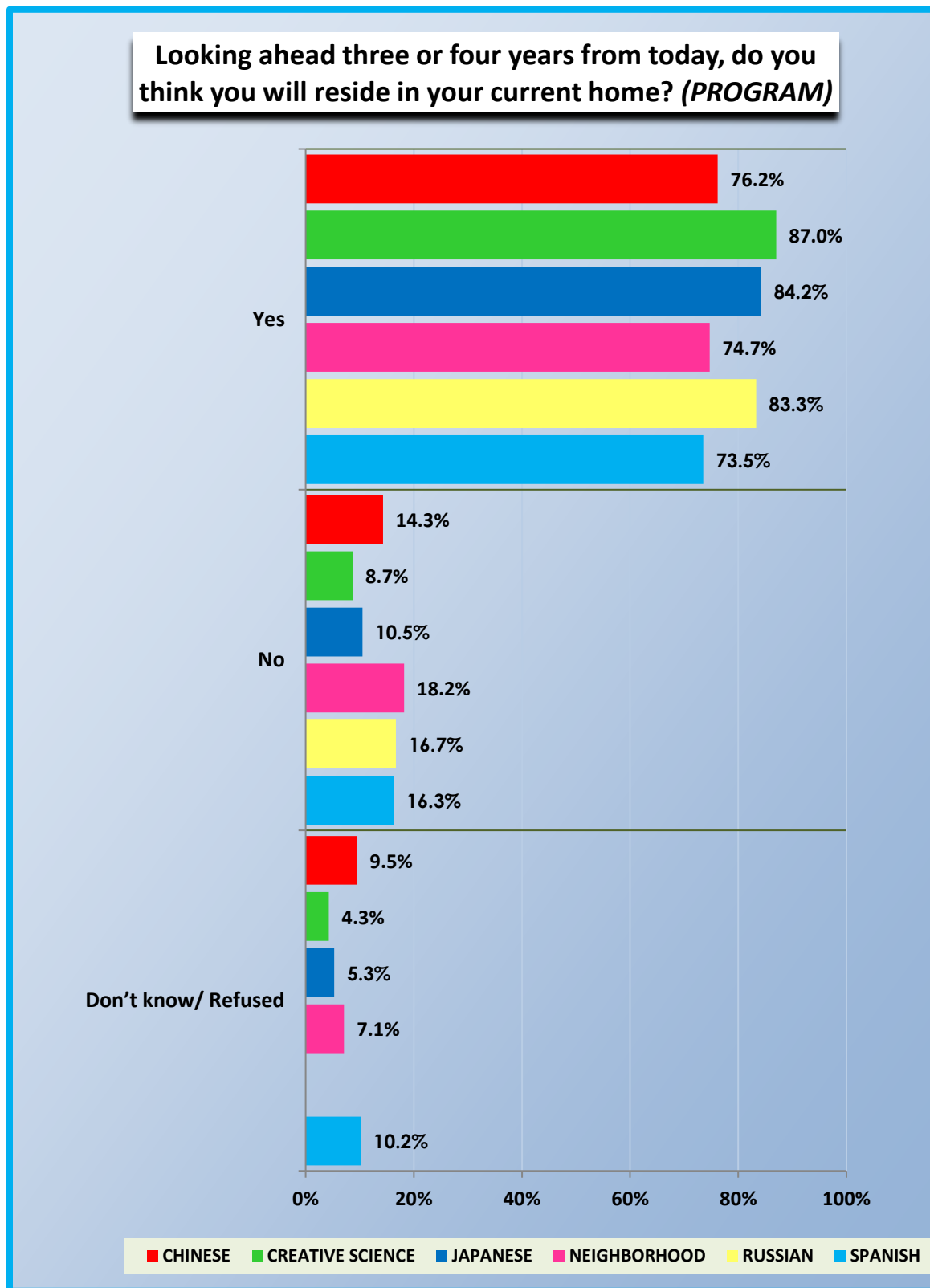
RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	16	20	32	148	5	36	257
No	3	2	4	36	1	8	54
Don't know/ Refused	2	1	2	14	0	5	24
TOTAL	21	23	38	198	6	49	335

PERCENTAGES

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	76.2%	87.0%	84.2%	74.7%	83.3%	73.5%	76.7%
No	14.3%	8.7%	10.5%	18.2%	16.7%	16.3%	16.1%
Don't know/ Refused	9.5%	4.3%	5.3%	7.1%	0.0%	10.2%	7.2%
TOTAL	100%	100%	100%	100%	100%	100%	100%



(Question 8 continued, “Looking ahead three or four years from today, do you think you will reside in your current home?”)



(Question 8 continued, “Looking ahead three or four years from today, do you think you will reside in your current home?”)

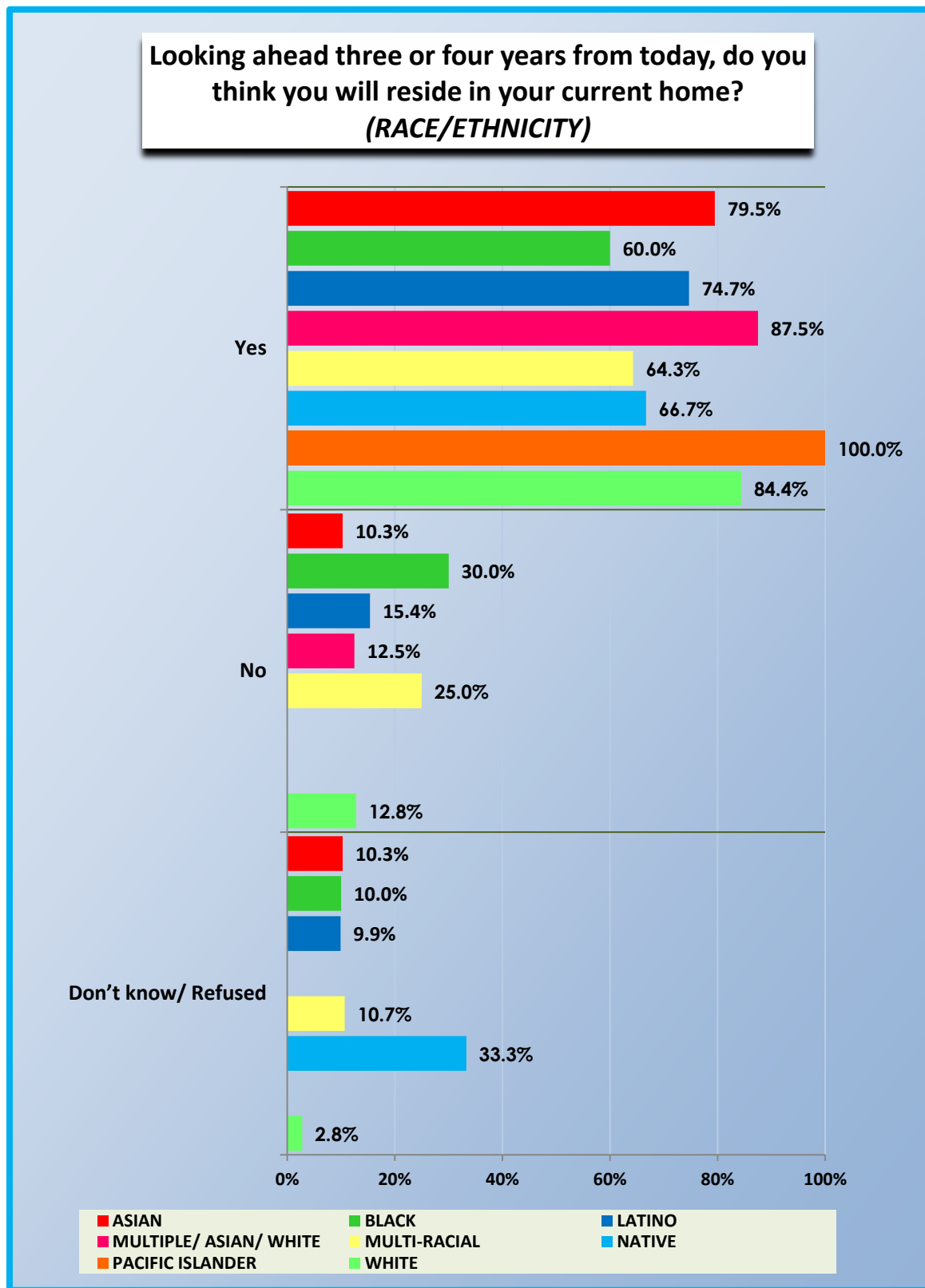
TIMES MENTIONED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	31	24	68	21	18	2	1	92	257
No	4	12	14	3	7	0	0	14	54
Don't know/ Refused	4	4	9	0	3	1	0	3	24
TOTAL	39	40	91	24	28	3	1	109	335

PERCENTAGES

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	79.5%	60.0%	74.7%	87.5%	64.3%	66.7%	100%	84.4%	76.7%
No	10.3%	30.0%	15.4%	12.5%	25.0%	0.0%	0.0%	12.8%	16.1%
Don't know/ Refused	10.3%	10.0%	9.9%	0.0%	10.7%	33.3%	0.0%	2.8%	7.2%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

(Question 8 continued, "Looking ahead three or four years from today, do you think you will reside in your current home?")



(Question 8 continued, “Looking ahead three or four years from today, do you think you will reside in your current home?”)

8a). If ‘No,’ Will you most likely remain within the Portland Public School District?

**TIMES MENTIONED*

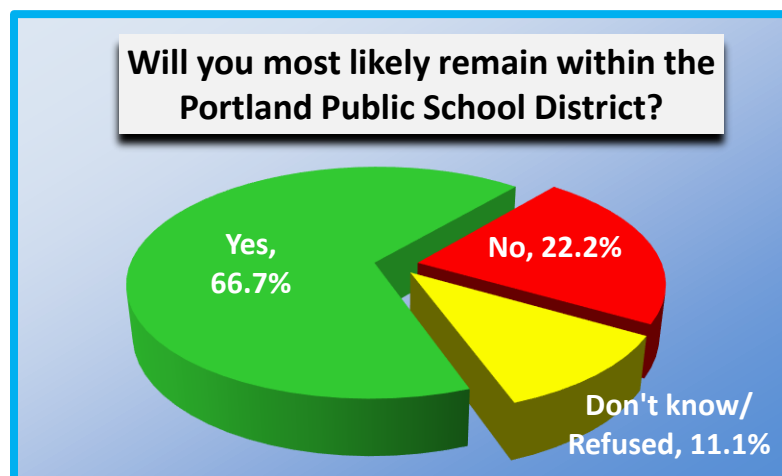
RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	1	1	4	23	1	6	36
No	2	1	0	8	0	1	12
Don't know/ Refused	0	0	0	5	0	1	6
TOTAL	3	2	4	36	1	8	54

**54 responded to this question: 3-Chinese Immersion, 2-Creative Science School, 4-Japanese Immersion, 36-Neighborhood Program, 1-Russian Immersion, and 8-Spanish Immersion*

**PERCENTAGES*

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	33.3%	50.0%	100%	63.9%	100%	75.0%	66.7%
No	66.7%	50.0%	0.0%	22.2%	0.0%	12.5%	22.2%
Don't know/ Refused	0.0%	0.0%	0.0%	13.9%	0.0%	12.5%	11.1%
TOTAL	100%	100%	100%	100%	100%	100%	100%

**54 responded to this question: 3-Chinese Immersion, 2-Creative Science School, 4-Japanese Immersion, 36-Neighborhood Program, 1-Russian Immersion, and 8-Spanish Immersion*
Percentages based on number of respondents



(Question 8 continued, “Looking ahead three or four years from today, do you think you will reside in your current home?”)

***TIMES MENTIONED**

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	3	8	9	3	4	---	---	9	36
No	1	1	2	0	3	---	---	5	12
Don't know/ Refused	0	3	3	0	0	---	---	0	6
TOTAL	4	12	14	3	7	---	---	14	54

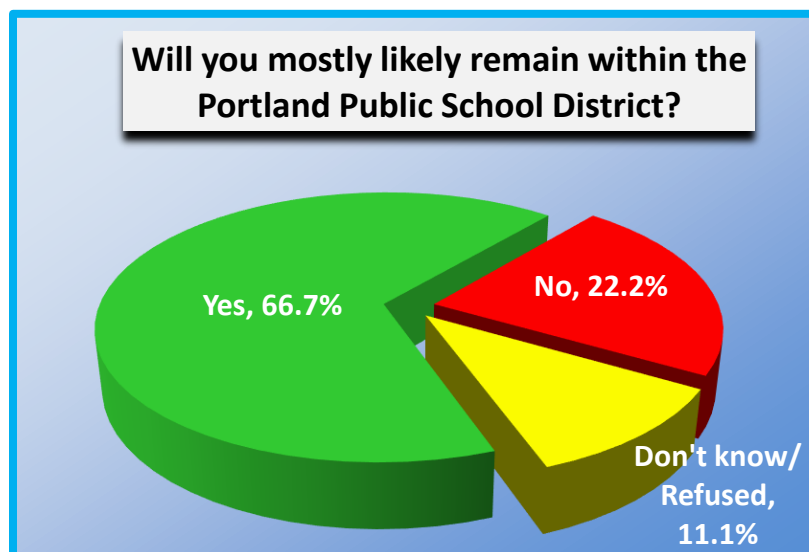
*54 responded to this question: 4-Asian, 12-Black, 14-Latino, 3-Multiple/Asian/White, 7-Multiracial, 0-Native, 0-Pacific Islander, and 14-White

***PERCENTAGES**

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	75.0%	66.7%	64.3%	100%	57.1%	---	---	64.3%	66.7%
No	25.0%	8.3%	14.3%	0.0%	42.9%	---	---	35.7%	22.2%
Don't know/ Refused	0.0%	25.0%	21.4%	0.0%	0.0%	---	---	0.0%	11.1%
TOTAL	100%	100%	100%	100%	100%	---	---	100%	100%

*54 responded to this question: 4-Asian, 12-Black, 14-Latino, 3-Multiple/Asian/White, 7-Multiracial, 0-Native, 0-Pacific Islander, and 14-White

Percentages based on number of respondents



(Question 8 continued, “Looking ahead three or four years from today, do you think you will reside in your current home?”)

8b). If ‘Yes,’ Where within the district would you have a strong interest in living?

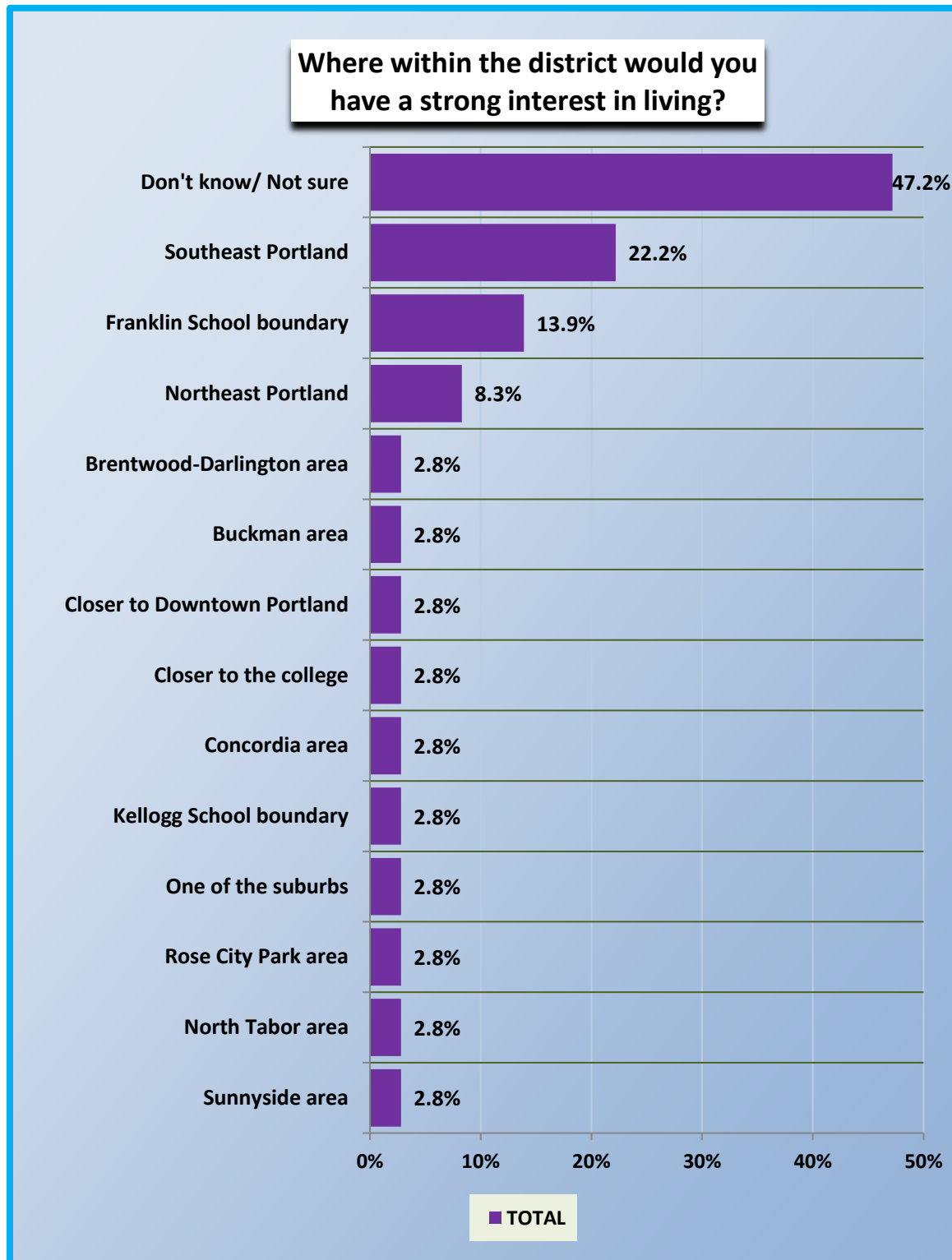
RESPONSE	TIMES MENTIONED*	PERCENTAGES*
Don’t know/ Not sure	17	47.2%
Southeast Portland	8	22.2%
Franklin School boundary	5	13.9%
Northeast Portland	3	8.3%
Brentwood-Darlington area	1	2.8%
Buckman area	1	2.8%
Closer to Downtown Portland	1	2.8%
Closer to the college	1	2.8%
Concordia area	1	2.8%
Kellogg School boundary	1	2.8%
One of the suburbs	1	2.8%
Rose City Park area	1	2.8%
North Tabor area	1	2.8%
Sunnyside area	1	2.8%

*36 responded to this question: 1-Chinese Immersion, 1-Creative Science School, 4-Japanese Immersion, 23-Neighborhood Program, 1-Russian Immersion, and 6-Spanish Immersion

*36 responded to this question: 3-Asian, 8-Black, 9-Latino, 3-Multiple/Asian/White, 4-Multiracial, 0-Native, 0-Pacific Islander, and 9-White

Question allowed for more than one response

(Question 8 continued, "Looking ahead three or four years from today, do you think you will reside in your current home?")



9). When you thoughtfully consider the whole picture and the opportunities Portland Public School District has for enrollment and program balancing, what is the most important thing or things for them to consider?

*TIMES MENTIONED

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
Equal opportunities at all the schools/ for all students	3	4	10	32	1	7	57
Quality of their education/ curriculum	6	3	5	27	4	3	48
Racial and economic diversity of classmates	2	1	8	21	0	8	40
Don't know/ Refused	2	0	4	24	1	8	39
Focus programs/ clubs/ opportunities	9	10	4	8	0	5	36
Quality of the school and their teachers	2	2	1	24	0	4	33
Safety/ security	1	0	3	26	0	2	32
Size of their class	2	3	2	21	0	1	29
Limit student disruption	2	4	2	13	0	4	25
Student well-being	0	1	2	13	2	4	22
Proximity to our home/ walkability	1	2	1	13	0	4	21
Concerned about bussing/ do not want my child to be bussed	1	1	2	6	0	6	16
Parent/ guardian input	0	4	0	10	0	2	16
Same school as they have attended. I do not want them to change	2	5	1	4	0	4	16

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGHBORHOOD	RUSSIAN	SPANISH	TOTAL
Accessibility to special education services/ resources	0	0	0	13	0	2	15
COVID-19 concerns	1	1	1	10	0	1	14
Good communication	0	1	0	10	0	3	14
Boundary flexibility/ exceptions	1	3	0	5	0	2	11
Go to the same school as their nearby neighborhood friends	1	1	2	4	0	3	11
Logical/ clear boundaries	1	2	0	4	0	2	9
Future growth	0	1	3	3	0	0	7
Limit overcrowding/ overflow	1	0	2	4	0	0	7
Financial/ budget responsibility	0	0	2	2	0	0	4
Same middle/ high school feeder path	0	0	1	2	0	1	4
Keep up the good work	0	1	0	1	0	1	3
Quality of food/ food options	0	0	0	3	0	0	3
Everything is important	0	0	0	1	0	0	1
Siblings attend same school	0	0	0	1	0	0	1

*335 responded to this question: 21-Chinese Immersion, 23-Creative Science School, 38-Japanese Immersion, 198-Neighborhood Program, 6-Russian Immersion and 49-Spanish Immersion
Question allowed for more than one response

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

*PERCENTAGES

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Equal opportunities at all the schools/ for all students	14.3%	17.4%	26.3%	16.2%	16.7%	14.3%	17.0%
Quality of their education/ curriculum	28.6%	13.0%	13.2%	13.6%	66.7%	6.1%	14.3%
Racial and economic diversity of classmates	9.5%	4.3%	21.1%	10.6%	0.0%	16.3%	11.9%
Don't know/ Refused	9.5%	0.0%	10.5%	12.1%	16.7%	16.3%	11.6%
Focus programs/ clubs/ opportunities	42.9%	43.5%	10.5%	4.0%	0.0%	10.2%	10.7%
Quality of the school and their teachers	9.5%	8.7%	2.6%	12.1%	0.0%	8.2%	9.9%
Safety/ security	4.8%	0.0%	7.9%	13.1%	0.0%	4.1%	9.6%
Size of their class	9.5%	13.0%	5.3%	10.6%	0.0%	2.0%	8.7%
Limit student disruption	9.5%	17.4%	5.3%	6.6%	0.0%	8.2%	7.5%
Student well-being	0.0%	4.3%	5.3%	6.6%	33.3%	8.2%	6.6%
Proximity to our home/ walkability	4.8%	8.7%	2.6%	6.6%	0.0%	8.2%	6.3%
Concerned about bussing/ do not want my child to be bussed	4.8%	4.3%	5.3%	3.0%	0.0%	12.2%	4.8%
Parent/ guardian input	0.0%	17.4%	0.0%	5.1%	0.0%	4.1%	4.8%
Same school as they have attended. I do not want them to change	9.5%	21.7%	2.6%	2.0%	0.0%	8.2%	4.8%

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

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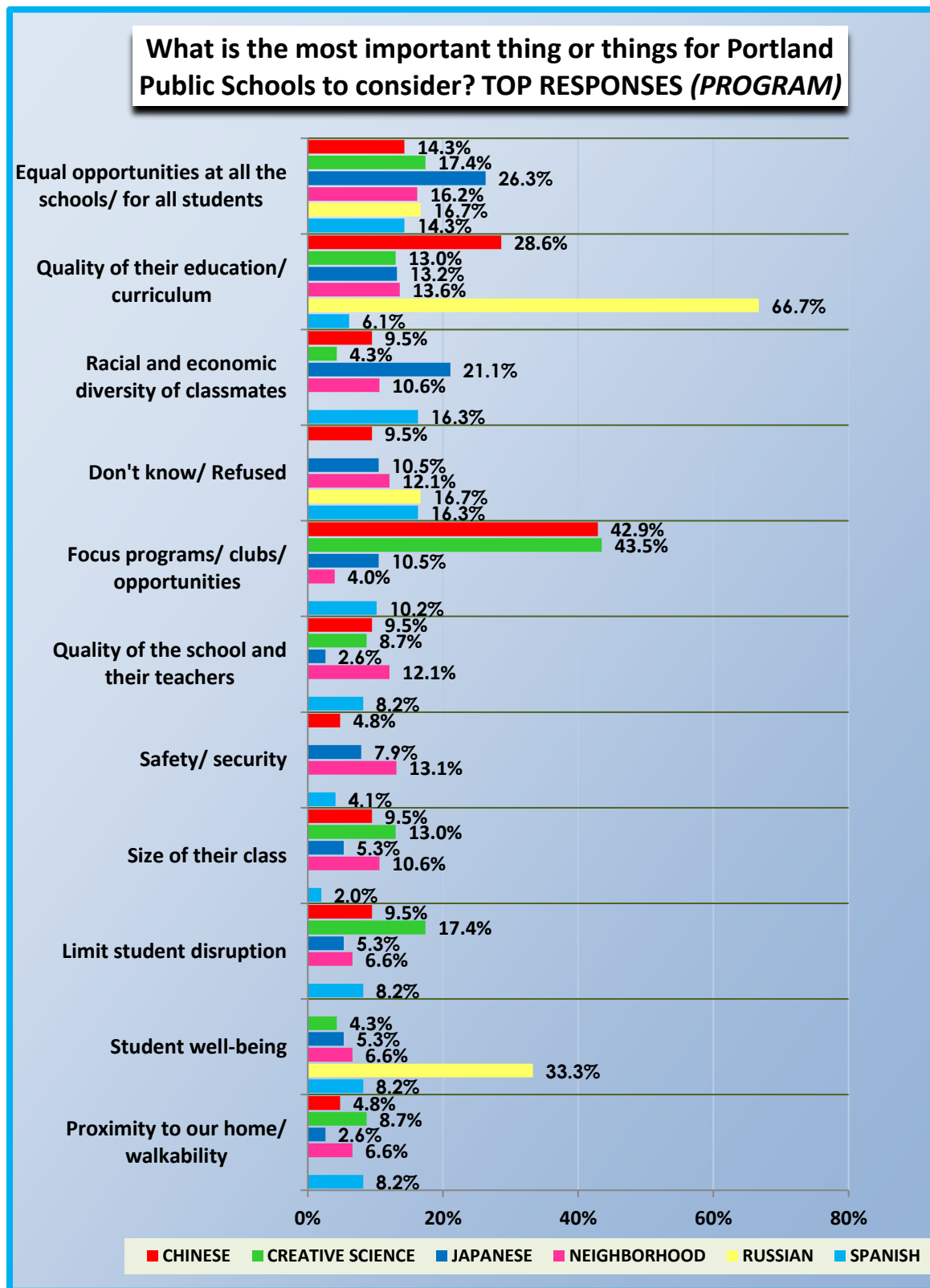
RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Accessibility to special education services/ resources	0.0%	0.0%	0.0%	6.6%	0.0%	4.1%	4.5%
COVID-19 concerns	4.8%	4.3%	2.6%	5.1%	0.0%	2.0%	4.2%
Good communication	0.0%	4.3%	0.0%	5.1%	0.0%	6.1%	4.2%
Boundary flexibility/ exceptions	4.8%	13.0%	0.0%	2.5%	0.0%	4.1%	3.3%
Go to the same school as their nearby neighborhood friends	4.8%	4.3%	5.3%	2.0%	0.0%	6.1%	3.3%
Logical/ clear boundaries	4.8%	8.7%	0.0%	2.0%	0.0%	4.1%	2.7%
Future growth	0.0%	4.3%	7.9%	1.5%	0.0%	0.0%	2.1%
Limit overcrowding/ overflow	4.8%	0.0%	5.3%	2.0%	0.0%	0.0%	2.1%
Financial/ budget responsibility	0.0%	0.0%	5.3%	1.0%	0.0%	0.0%	1.2%
Same middle/ high school feeder path	0.0%	0.0%	2.6%	1.0%	0.0%	2.0%	1.2%
Keep up the good work	0.0%	4.3%	0.0%	0.5%	0.0%	2.0%	0.9%
Quality of food/ food options	0.0%	0.0%	0.0%	1.5%	0.0%	0.0%	0.9%
Everything is important	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.3%
Siblings attend same school	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.3%

*335 responded to this question: 21-Chinese Immersion, 23-Creative Science School, 38-Japanese Immersion, 198-Neighborhood Program, 6-Russian Immersion and 49-Spanish Immersion

Question allowed for more than one response

Percentages based on number of respondents

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")



(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

**TIMES MENTIONED*

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Equal opportunities at all the schools/ for all students	3	5	10	5	8	0	0	26	57
Quality of their education/ curriculum	6	5	10	1	5	0	0	21	48
Racial and economic diversity of classmates	3	5	10	3	5	0	0	14	40
Don't know/ Refused	4	5	13	2	7	0	0	8	39
Focus programs/ clubs/ opportunities	9	1	5	3	3	0	0	15	36
Quality of the school and their teachers	2	5	14	3	0	0	0	9	33
Safety/ security	4	9	10	3	0	0	0	6	32
Size of their class	3	3	6	1	2	0	1	13	29
Limit student disruption	3	1	7	2	1	1	0	10	25
Student well-being	1	3	10	1	1	0	0	6	22
Proximity to our home/ walkability	4	6	3	3	0	0	0	5	21
Concerned about bussing/ do not want my child to be bussed	1	4	7	2	1	0	0	1	16
Parent/ guardian input	1	1	3	0	1	0	0	10	16

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Same school as they have attended. I do not want them to change	2	0	6	2	0	0	0	6	16
Accessibility to special education services/ resources	0	2	5	1	2	2	0	3	15
COVID-19 concerns	2	4	3	2	1	0	0	2	14
Good communication	2	2	5	0	0	0	0	5	14
Boundary flexibility/ exceptions	1	0	4	0	2	0	0	4	11
Go to the same school as their nearby neighborhood friends	4	1	1	1	0	1	0	3	11
Logical/ clear boundaries	2	0	2	0	0	0	0	5	9
Future growth	2	0	2	0	1	0	0	2	7
Limit overcrowding/ overflow	4	1	1	0	0	0	0	1	7
Financial/ budget responsibility	0	0	1	1	0	0	0	2	4
Same middle/ high school feeder path	0	0	2	1	0	0	0	1	4
Keep up the good work	0	0	2	0	0	0	0	1	3
Quality of food/ food options	0	1	0	1	1	0	0	0	3

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Everything is important	0	1	0	0	0	0	0	0	1
Siblings attend same school	0	0	1	0	0	0	0	0	1

*335 responded to this question: 39-Asian, 40-Black, 91-Latino, 24-Multiple/Asian/White, 38-Multiracial, 3-Native, 1-Pacific Islander, and 109-White

Question allowed for more than one response

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

*PERCENTAGES

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Equal opportunities at all the schools/ for all students	7.7%	12.5%	11.0%	20.8%	28.6%	0.0%	0.0%	23.9%	17.0%
Quality of their education/ curriculum	15.4%	12.5%	11.0%	4.2%	17.9%	0.0%	0.0%	19.3%	14.3%
Racial and economic diversity of classmates	7.7%	12.5%	11.0%	12.5%	17.9%	0.0%	0.0%	12.8%	11.9%
Don't know/ Refused	10.3%	12.5%	14.3%	8.3%	25.0%	0.0%	0.0%	7.3%	11.6%
Focus programs/ clubs/ opportunities	23.1%	2.5%	5.5%	12.5%	10.7%	0.0%	0.0%	13.8%	10.7%
Quality of the school and their teachers	5.1%	12.5%	15.4%	12.5%	0.0%	0.0%	0.0%	8.3%	9.9%
Safety/ security	10.3%	22.5%	11.0%	12.5%	0.0%	0.0%	0.0%	5.5%	9.6%
Size of their class	7.7%	7.5%	6.6%	4.2%	7.1%	0.0%	100%	11.9%	8.7%
Limit student disruption	7.7%	2.5%	7.7%	8.3%	3.6%	33.3%	0.0%	9.2%	7.5%
Student well-being	2.6%	7.5%	11.0%	4.2%	3.6%	0.0%	0.0%	5.5%	6.6%
Proximity to our home/ walkability	10.3%	15.0%	3.3%	12.5%	0.0%	0.0%	0.0%	4.6%	6.3%
Concerned about bussing/ do not want my child to be bussed	2.6%	10.0%	7.7%	8.3%	3.6%	0.0%	0.0%	0.9%	4.8%
Parent/ guardian input	2.6%	2.5%	3.3%	0.0%	3.6%	0.0%	0.0%	9.2%	4.8%

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Same school as they have attended. I do not want them to change	5.1%	0.0%	6.6%	8.3%	0.0%	0.0%	0.0%	5.5%	4.8%
Accessibility to special education services/ resources	0.0%	5.0%	5.5%	4.2%	7.1%	66.7%	0.0%	2.8%	4.5%
COVID-19 concerns	5.1%	10.0%	3.3%	8.3%	3.6%	0.0%	0.0%	1.8%	4.2%
Good communication	5.1%	5.0%	5.5%	0.0%	0.0%	0.0%	0.0%	4.6%	4.2%
Boundary flexibility/ exceptions	2.6%	0.0%	4.4%	0.0%	7.1%	0.0%	0.0%	3.7%	3.3%
Go to the same school as their nearby neighborhood friends	10.3%	2.5%	1.1%	4.2%	0.0%	33.3%	0.0%	2.8%	3.3%
Logical/ clear boundaries	5.1%	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%	4.6%	2.7%
Future growth	5.1%	0.0%	2.2%	0.0%	3.6%	0.0%	0.0%	1.8%	2.1%
Limit overcrowding/ overflow	10.3%	2.5%	1.1%	0.0%	0.0%	0.0%	0.0%	0.9%	2.1%
Financial/ budget responsibility	0.0%	0.0%	1.1%	4.2%	0.0%	0.0%	0.0%	1.8%	1.2%
Same middle/ high school feeder path	0.0%	0.0%	2.2%	4.2%	0.0%	0.0%	0.0%	0.9%	1.2%
Keep up the good work	0.0%	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%	0.9%	0.9%
Quality of food/ food options	0.0%	2.5%	0.0%	4.2%	3.6%	0.0%	0.0%	0.0%	0.9%

Table Continued

(Question 9 continued, “When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?”)

TABLE CONTINUED

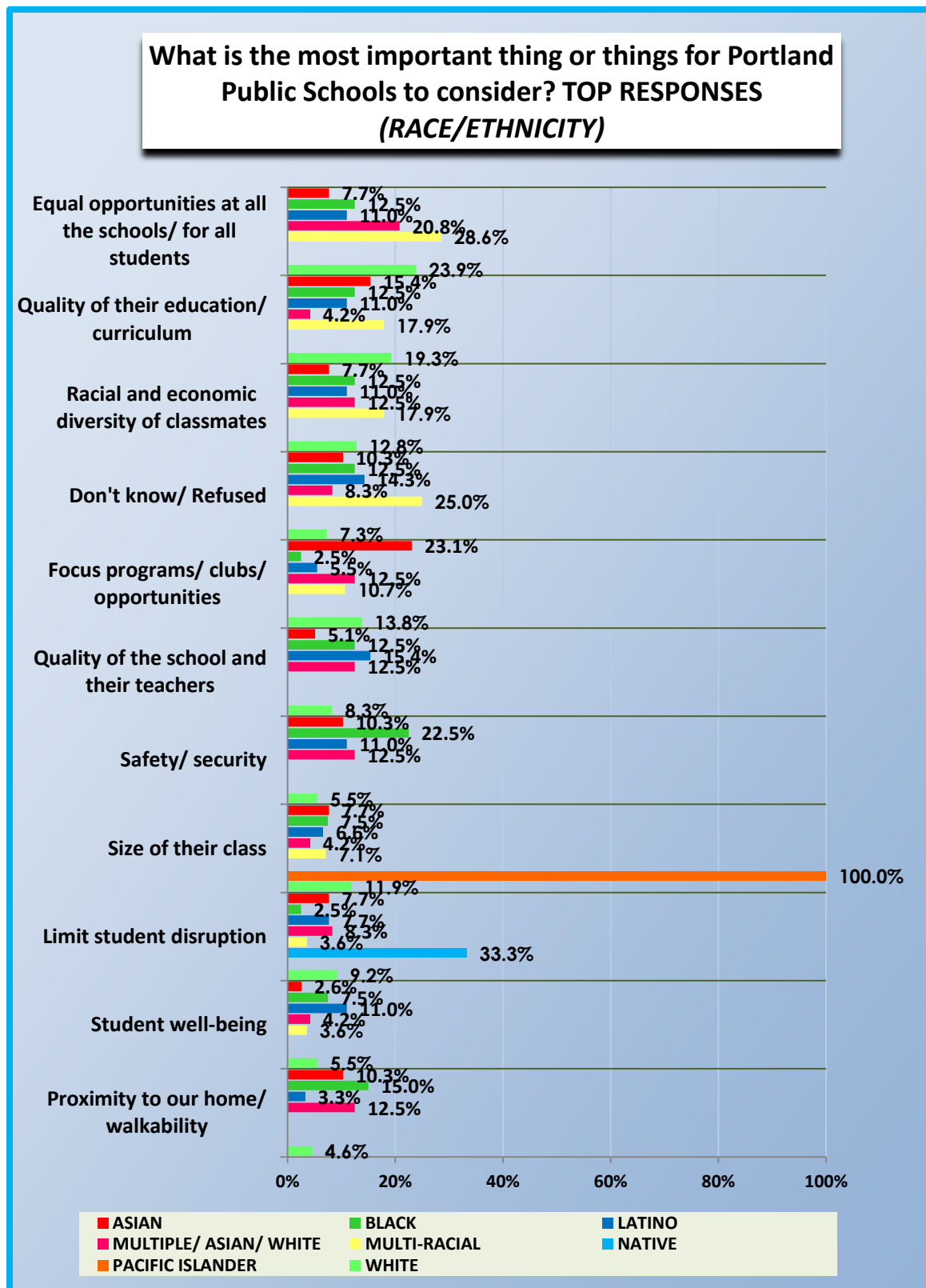
RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Everything is important	0.0%	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%
Siblings attend same school	0.0%	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%

*335 responded to this question: 39-Asian, 40-Black, 91-Latino, 24-Multiple/Asian/White, 38-Multiracial, 3-Native, 1-Pacific Islander, and 109-White

Question allowed for more than one response

Percentages based on number of respondents

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")



(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

CATEGORIES DEFINED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Chinese Immersion	Asian	Hosford	Boundary flexibility/ exceptions & Focus programs/ clubs/ opportunities & Quality of their education/ curriculum	If there are drastic changes to the program, we might consider other options, including leaving. They shouldn't touch an established program and try to make drastic changes to it that would affect the outcome. The Mandarin immersion program more specifically. For them to make drastic changes, jeopardizes the future of my kids and their education within the school district.
Chinese Immersion	Asian	Hosford	Equal opportunities at all the schools/ for all students	Equity in the programs that they have at each school, so that you are not pushing migrant or low income families to the borders in Portland and offering them lessor programs than what kids are getting in Southeast.
Chinese Immersion	Asian	Hosford	Focus programs/ clubs/ opportunities	I would like to say that the programs offered, academic programs.
Chinese Immersion	Asian	Hosford	Focus programs/ clubs/ opportunities	Most important for us, is the program. Would it benefit the most populations? That's the most important.
Chinese Immersion	Asian	Hosford	Focus programs/ clubs/ opportunities & Limit student disruption & Same school as they have attended. I do not want them to change	Consider the immersion programs and keeping them from taking families off the programs, keeping them as viable as they are.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Chinese Immersion	Asian	Hosford	Focus programs/ clubs/ opportunities & Logical/ clear boundaries	I really want them to consider when they are redistricting, redistrict around neighborhood schools, move district line so move all neighborhoods to programs, to relocate a focus school doesn't make sense to me. It pushes the dual language immersion programs to the parameters, it doesn't feel like you are accomplishing what you intend to accomplish, it feels like you are pushing groups towards the perimeter. For us, the academics are the most important. I'd rather have a crowded school with great academics rather than commute 1 hour to a school without the community around. When a school has mandarin program has 25-30 years of history, they've built a strong community around these schools. when you relocate them, you pare down that community.
Chinese Immersion	Asian	Hosford	Focus programs/ clubs/ opportunities & Quality of the school and their teachers & Size of their class	The school program and teachers. The classroom size and academic rating.
Chinese Immersion	Asian	Hosford	Focus programs/ clubs/ opportunities & Quality of their education/ curriculum & Safety/ security	Quality of academics, safety and access to International Baccalaureate. I really think Portland Public has mismanaged their money. What I have found in the past we have been to school board meetings and listening sessions. Portland Public does what they want, not listening to the community, staff or parents or students.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Chinese Immersion	Asian	Hosford	Go to the same school as their nearby neighborhood friends & Limit overcrowding/ overflow & Quality of the school and their teachers	For me, it's about the school's enrollment and students and teachers and about the friends
Chinese Immersion	Asian	Hosford	Quality of their education/ curriculum	A curriculum that delves into non socialized classes, meaning, standard things you need to succeed in work and business.
Chinese Immersion	Asian	Hosford	Quality of their education/ curriculum	Overall quality of education. That's all I care about.
Chinese Immersion	Asian	Hosford	Size of their class	The class sizes.
Chinese Immersion	Latino	Hosford	Equal opportunities at all the schools/ for all students & Racial and economic diversity of classmates	On the right track with equity. I'm aware of the fact that some middle school, is where native speakers and Asian Americans live, so that is the right move. Again, making sure people able to go to those schools, having transportation taken care of and a big push in the parent community about transferring high schools, AP academic opportunities in the upper grades
Chinese Immersion	Multiple/ Asian/ White	Hosford	COVID-19 concerns & Limit student disruption	It's a tough position to be in i understand then need to do that. minimize disruption to students, right now at this time. perhaps postponing these so kids going back to school don't have to change schools when they eventually go back.
Chinese Immersion	Multiple/ Asian/ White	Hosford	Same school as they have attended. I do not want them to change	Trying to keep people going close to the same schools as they were going to before, as much as possible. My kids are in Chinese immersion, so that's a bit different.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Chinese Immersion	Multiracial	Hosford	Quality of their education/ curriculum & Racial and economic diversity of classmates	This place is becoming impossible. It has an inversion of its priorities, preoccupation with race, gender, critical race theory. My son does not learn prerequisites for history geography. Focus on race and gender and not traditional subject, now is suffering in college. The more culture creates intolerance of view, more you radicalize. Obsession with equity, not environment, homelessness or other programs that plague us. Cultural in schools obsessed with equity, narrow learning to that extent, kids do not learn other things. The more society pushes this, more you radicalize parents that you are pushing it.
Chinese Immersion	White	Hosford	Concerned about bussing/ do not want my child to be bussed & Proximity to our home/ walkability	I already have a high schooler that might be in a situation that would require an hour on TriMet. I don't want to have my middle schooler to do the same.
Chinese Immersion	White	Hosford	Equal opportunities at all the schools/ for all students & Focus programs/ clubs/ opportunities & Quality of their education/ curriculum	The Mandarin program is not an ESL program. If they use equity as a guise for balancing the boundaries and enrollments. They will be impacting so many biracial families and Chinese children adopted into American families. If they move the programs not all families will be able to follow the program that they worked so hard to be involved in.
Chinese Immersion	White	Hosford	Focus programs/ clubs/ opportunities	Take what is working and build on it. Look at the programs that are working keep them when considering the boundary changes.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Creative Science School	Latino	Creative Science	Future growth & Limit student disruption	I understand that reconfiguration and maintain continuity. Stick with one grade level at a time so that reconfiguration doesn't have to happen twice to the same set of students.
Creative Science School	Latino	Creative Science	Quality of the school and their teachers & Size of their class	That the children need a smaller classroom. One teacher for so many kids is not fair to the teachers or the students. More support needs to be given to the staff.
Creative Science School	Multiple/ Asian/ White	Creative Science	Concerned about bussing/ do not want my child to be bussed & Go to the same school as their nearby neighborhood friends & Proximity to our home/ walkability	When changing boundaries, it's very important for the person doing the boundaries to actually drive the areas and take into account equity, community, distance from schools to home and traffic patterns. In regard to current Franklin High School boundaries changing, I do not think they split them well, especially regarding the 60 th and Woodward area. Maintaining the neighborhood communities and keeping neighborhood kids tighter at schools is important. Draw a one-mile circle around a school and see the number of kids within that boundary. Six blocks away should go to that school. Kids that are within a reasonable walking distance should also go there. Best bus scenario should be one-line only. I would prefer to have Northeast and southeast boundaries redefined at the same time with the entire east side at once.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Creative Science School	Multiracial	Creative Science	Boundary flexibility/ exceptions & Focus programs/ clubs/ opportunities & Parent/ guardian input	Proximity isn't always the best school for your child so if we have the choice to attend a different school and have accommodations in place to make those choice options, it allows us as parents to be more in control of our student's learning and well-being.
Creative Science School	Pacific Islander	Creative Science	Size of their class	Making sure that the classroom sizes are good and allows for all students to be assisted and taught.
Creative Science School	White	Creative Science	Boundary flexibility/ exceptions & Equal opportunities at all the schools/ for all students & Focus programs/ clubs/ opportunities	If Creative Science has so many folks waiting to get in, why doesn't the administration put that same curriculum in more of the other schools. It's not the money available, but the way they do their curriculum is fantastic. We moved from an area with top-notch schools.
Creative Science School	White	Creative Science	Boundary flexibility/ exceptions & Parent/ guardian input	Allow schools that are K-8 to remain K-8 if they want that. Two schools in northeast district were allowed to stay K-8 because of strong parent involvement and more wealth. Many K-8 teachers want to keep tracking students into middle school ages. They lose them if they go to a new school. Want southeast schools to have that same option to stay K-8. Want the parents to have more of a voice in this change, especially at the lower economic status schools.
Creative Science School	White	Creative Science	COVID-19 concerns & Quality of their education/ curriculum & Size of their class	Public schooling needs to return to old curriculums. Common Core learning can be very confusing. Reevaluate educational programs and teacher-student ratio and classroom sizes and please no more digital learning.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Creative Science School	White	Creative Science	Equal opportunities at all the schools/ for all students & Focus programs/ clubs/ opportunities	Really would like to see the rest of the District catch up to Creative Science. Consider expanding their curriculum to all the rest of the district. Not a money issue, expand this teaching method to more schools in the district.
Creative Science School	White	Creative Science	Equal opportunities at all the schools/ for all students & Parent/ guardian input & Proximity to our home/ walkability	Really appreciate Creative Science for their outside the box processes. Biggest problem with changes is seeing no parity with schools when Kellogg comes in. Families with money get to go to the new school. It's not fair and typical of Portland Public Schools' past behavior. Kids close to the new school should get to go to the new school. Kids should not have to pay for adult issues. Maybe some strong PTAs could help parents and schools without PTA, like Harrison.
Creative Science School	White	Creative Science	Equal opportunities at all the schools/ for all students & Quality of the school and their teachers & Quality of their education/ curriculum	Bring every school up to the standards of Creative Science and offer that type of education to every school. Been through the changes over the years, so why change Creative Science when it is the best school in the district? I don't want it to be on the chopping block every few years.
Creative Science School	White	Creative Science	Focus programs/ clubs/ opportunities	I don't like the potential changes to focus option schools. I don't understand why they are saying that Creative Science is not fully enrolled. It does not make sense when enrollment is high. My children have 60 kids in their eighth-grade class. Also really appreciate the curriculum at Creative Science and do not want to lose that in a focus program.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Creative Science School	White	Creative Science	Focus programs/ clubs/ opportunities	I don't want magnet schools to be downsized. I want all the schools to have focus programs and language immersion programs. Offer them at all the public schools. The huge turnout shows the interest in these programs. Let's just make them more available to all schools.
Creative Science School	White	Creative Science	Focus programs/ clubs/ opportunities & Limit student disruption & Logical/ clear boundaries	This situation is very disruptive to our situation. Creative Science is by far the preferred choice. I have a third grader and sixth grader there. Make the boundaries fairer, and reasonable. They shuffled boundaries around, but it didn't seem to have the emptier schools get filled up. The foreign language focus schools are already in communities where they speak that language. I want to have more non-speakers the options to go to those foreign lang programs.
Creative Science School	White	Creative Science	Focus programs/ clubs/ opportunities & Limit student disruption & Quality of their education/ curriculum	If Creative Science gets split into two schools, all the kids would lose the benefits they have gotten by being there with the curriculum standards and parental involvement and strong parental support. It's not about money, Creative Science gets pretty low funds, but does great with learning abilities and skills accomplishment. Also, I would like to see school district get an internal bus system, especially if some kids get moved far away. Too many parents can't get all their kids to school on time.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Creative Science School	White	Creative Science	Focus programs/ clubs/ opportunities & Logical/ clear boundaries & Racial and economic diversity of classmates	For the committee to examine the routes and proposed boundaries thoroughly and physically. Changes that look good on paper may be completely unfeasible in person. in regard to taking Creative Science out of K-8 and into K-5. Be aware that the kids that will be disconnected from their community. Quit picking on Creative Science and broaden the program to other schools and make it more available to more kids. Don't try to shut it down! Children are thriving there. Make it more available to lower income children too.
Creative Science School	White	Creative Science	Focus programs/ clubs/ opportunities & Same school as they have attended. I do not want them to change	I want them to attend their current school and to have Creative Science be a K-8 school. I really appreciate their programs and the focus options. Have the administration really see how this has been shuffled before and try to keep the school populations intact. Less trauma and disruptions.
Creative Science School	White	Creative Science	Focus programs/ clubs/ opportunities & Same school as they have attended. I do not want them to change	Creative Science is a special program that meets the needs of students like her own children who are smart and creative and nervous. The small community there is very important. I want the school system to be balanced for all other kids too. Creative Science should be the standard, not the exception. All schools should have this curriculum equally available and student inquiry based.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Creative Science School	White	Creative Science	Good communication & Parent/ guardian input	First question is who is on the committee? Administrators, parents, teachers, kids, etc.? It would be very helpful to have voices from all the levels that will be affected. Get input from all groups. I'm thankful for emails about progress and that they are doing a good job of letting people know what is happening. I want more representation of parents who have not been able to input very much, either through lack of time, or knowledge or awareness.
Creative Science School	White	Creative Science	Keep up the good work	I am incredibly impressed with the teachers and administrators during this time. I appreciate their adaptability and focus on making kids comfortable and taking a kind approach. They need to be clearer with substitute program. They have a sub that cannot speak English and kids are struggling.
Creative Science School	White	Creative Science	Limit student disruption & Same school as they have attended. I do not want them to change & Student well-being	Many children do well at Creative Science when they did not do well elsewhere.
Creative Science School	White	Creative Science	Same school as they have attended. I do not want them to change	Leave Creative Science the way it is. I want my younger kids to go there through eighth grade, especially after troubles my older children had at Arleta.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Creative Science School	White	Creative Science	Same school as they have attended. I do not want them to change	I don't want any more upheaval in our student's life with COVID, and more separation from friends with switching schools. It's pretty stressful. I'm very reluctant to see just shuffling kids around with no good results. All the same electives and same teacher student ratios, regardless of fundraising efforts. Many schools have extra help in the classroom because of parent fundraising. It's not fair. Find a more equitable way to get everyone funded.
Japanese Immersion	Asian	Mt. Tabor	Concerned about bussing/ do not want my child to be bussed	Make sure families have transportation options.
Japanese Immersion	Asian	Mt. Tabor	Equal opportunities at all the schools/ for all students & Racial and economic diversity of classmates	Racial equity is most important. Access for students from families with lower incomes is also very important.
Japanese Immersion	Asian	Mt. Tabor	Focus programs/ clubs/ opportunities	The immersion programs that they have are core learning programs that are really important and help brains develop differently. They need to be continued.
Japanese Immersion	Asian	Mt. Tabor	Focus programs/ clubs/ opportunities & Same school as they have attended. I do not want them to change	Make sure that the magnet program community stays together. Have the students stay together as they move through school.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Japanese Immersion	Asian	Mt. Tabor	Future growth & Limit overcrowding/ overflow	Look at the high schools and some of them are overloaded. Balance the feeder schools to positively impact the high schools. Consider the neighborhoods and look at where it makes sense to fill in the gaps. Don't ignore resources that currently exist like older school buildings.
Japanese Immersion	Asian	Mt. Tabor	Future growth & Limit student disruption	They should look carefully at the demographic change that is likely to happen to down the road, so they don't have to make these changes too often. Maintaining stability is important.
Japanese Immersion	Asian	Mt. Tabor	Limit overcrowding/ overflow	I can see the benefit of balancing out the district. It is important to set the bar high.
Japanese Immersion	Asian	Mt. Tabor	Proximity to our home/ walkability	Try to serve children in the neighborhood with a good local school. If they are dedicated to a certain program that is not in their neighborhood then let them attend at a site that offers that program.
Japanese Immersion	Asian	Mt. Tabor	Racial and economic diversity of classmates	Create socioeconomic diversity in each of the schools.
Japanese Immersion	Asian	Mt. Tabor	Racial and economic diversity of classmates	There is not a lot of racial diversity right now and there should be better racial diversity across all the schools.
Japanese Immersion	Black	Mt. Tabor	Equal opportunities at all the schools/ for all students & Quality of their education/ curriculum & Student well-being	Base decisions on equity, putting needs of students and teachers first. Maintain academic standards and make sure all kids are thriving.
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	COVID-19 concerns	I don't think we need to worry about that anymore, even after COVID is taken care of.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	Equal opportunities at all the schools/ for all students	Quality for all kids.
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	Equal opportunities at all the schools/ for all students & Financial/ budget responsibility	Economic equity for the schools; richer neighborhoods can easily raise resources for their schools while poorer neighborhoods have more trouble, which provides a challenge.
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	Equal opportunities at all the schools/ for all students & Focus programs/ clubs/ opportunities	Make sure the programming and electives are equitable for the schools.
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	Equal opportunities at all the schools/ for all students & Racial and economic diversity of classmates & Quality of their education/ curriculum	Achievement gap. Make sure all students achieve at the same high level regardless of racial and economic differences.
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	Focus programs/ clubs/ opportunities	Offer a wide variety of programs for kids, such as extracurricular and athletics, etc.
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	Quality of the school and their teachers	Having enough faculty so they can keep the student's education high.
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	Racial and economic diversity of classmates	Keep the schools diverse both racially and economically.
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	Safety/ security	Non-disruptive impacts on the kids.
Japanese Immersion	Multiple/ Asian/ White	Mt. Tabor	Safety/ security	Safety of students should be first priority.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Japanese Immersion	Multiracial	Mt. Tabor	Concerned about bussing/ do not want my child to be bussed & Racial and economic diversity of classmates	There should be forceful integration of schools across racial boundaries. Racially integrated schools have many advantages. Since Portland is not well-integrated by neighborhoods a bussing program would be needed to accomplish this.
Japanese Immersion	Multiracial	Mt. Tabor	Equal opportunities at all the schools/ for all students	I think my biggest priority would be equity across all of the public schools. Tax dollars should fund the schools. Individual schools should not be able to raise money for additional teaching positions in their schools. This promotes inequity in the schools. I would like to see the district get rid of foundations.
Japanese Immersion	Multiracial	Mt. Tabor	Equal opportunities at all the schools/ for all students & Racial and economic diversity of classmates	Equity and balancing socioeconomic populations amongst the different schools is crucial for the benefit of students, families and financial equity.
Japanese Immersion	Native	Mt. Tabor	Go to the same school as their nearby neighborhood friends & Limit student disruption	Community continuity within the school is important.
Japanese Immersion	White	Mt. Tabor	Equal opportunities at all the schools/ for all students & Financial/ budget responsibility	Funding. Making sure schools are equally funded so schools in poorer neighborhoods have the same funding as schools in richer areas.
Japanese Immersion	White	Mt. Tabor	Equal opportunities at all the schools/ for all students & Quality of their education/ curriculum	Making sure the education is high quality, but in broad strokes, so it's good in all fields and not just basic requirements. And across all equity levels.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Japanese Immersion	White	Mt. Tabor	Future growth	Look at future enrollment trends to make sure decisions lead to well-balanced schools for the next ten to twenty years.
Japanese Immersion	White	Mt. Tabor	Go to the same school as their nearby neighborhood friends & Quality of their education/ curriculum & Same middle/ high school feeder path	I want children to have a top-notch academic program and friendships in their school that include neighborhood families. I want them to be able to stay on a feeder path once they start.
Japanese Immersion	White	Mt. Tabor	Quality of their education/ curriculum	Make sure the kids are getting a quality education.
Japanese Immersion	White	Mt. Tabor	Racial and economic diversity of classmates	Make sure that all races are equally considered in the rebalancing.
Japanese Immersion	White	Mt. Tabor	Safety/ security & Student well-being	The emotional safety and support of the community within the school and the neighborhood.
Japanese Immersion	White	Mt. Tabor	Size of their class	Maintain small class sizes in the schools.
Japanese Immersion	White	Mt. Tabor	Size of their class	Try to keep class sizes in mind.
Neighborhood Program	Asian	Atkinson	Good communication	Please make the notifications easy to access on the portal and make it available for each student level.
Neighborhood Program	Asian	Creston	Proximity to our home/ walkability	Think about the location of the home related to the school and try to have students attend schools near their homes.
Neighborhood Program	Asian	Hosford	Go to the same school as their nearby neighborhood friends & Limit student disruption	Keeping cohorts of kids together is pretty important.
Neighborhood Program	Asian	Lane	COVID-19 concerns	I currently don't feel safe sending my kid to school in person with COVID currently active.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Asian	Lane	COVID-19 concerns & Go to the same school as their nearby neighborhood friends	Try to keep kids going to school with their neighborhood friends. Kids want to go back to school.
Neighborhood Program	Asian	Lane	Equal opportunities at all the schools/ for all students & Go to the same school as their nearby neighborhood friends	Making sure their friends go to the same school and the schools should be kept equal.
Neighborhood Program	Asian	Lane	Limit overcrowding/ overflow & Size of their class	Make sure there are not too many kids in one place.
Neighborhood Program	Asian	Lane	Logical/ clear boundaries	They need to think about the border. My house is close to a school and I have to go to a much farther school than that one.
Neighborhood Program	Asian	Lane	Proximity to our home/ walkability & Quality of their education/ curriculum & Safety/ security	Everything for my children including education and safety and distance for them to walk to school.
Neighborhood Program	Asian	Lane	Quality of their education/ curriculum & Student well-being	Think about the needs of the children and maintaining good education.
Neighborhood Program	Asian	Lane	Safety/ security	Keeping children safe.
Neighborhood Program	Asian	Marysville	Proximity to our home/ walkability & Safety/ security	Location and safety. Make sure it's safe for kids to walk to school.
Neighborhood Program	Black	Arleta	Racial and economic diversity of classmates	Keep an open mind and more welcoming to diversity and cultural backgrounds.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Black	Creston	Accessibility to special education services/ resources & Quality of food/ food options & Safety/ security	I know they had security officers on campus before and I would feel better if they brought them back. Create a counselor position that is permanent, so a special needs student doesn't have change and have to get used to new people all the time. I would like to see better nutrition in school lunches. I would like teachers to reach out to the parents more often, especially with the new remote classes. Have zoom session to meet parents.
Neighborhood Program	Black	Harrison Park	Accessibility to special education services/ resources	Have enough place for special needs children in each middle school.
Neighborhood Program	Black	Harrison Park	Concerned about bussing/ do not want my child to be bussed & Quality of their education/ curriculum & Size of their class	They should consider transportation, class size, and education. I would like to see more life lesson skills that will help them in the real world.
Neighborhood Program	Black	Harrison Park	Concerned about bussing/ do not want my child to be bussed & Safety/ security	Keep the children safe from COVID and consider transportation if you're planning to move a bunch of kids around.
Neighborhood Program	Black	Harrison Park	Concerned about bussing/ do not want my child to be bussed & Safety/ security	The district should consider who and how transportation is arranged, the neighborhood your sending the children to, the violence, many things like that to consider and especially safety.
Neighborhood Program	Black	Harrison Park	COVID-19 concerns	I think it's time for the children to get back to school, into a classroom and off the stupid computer. Children need to be in school.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Black	Harrison Park	COVID-19 concerns & Good communication	Student outreach is very important, checking in on students, since there is no one-on-one because of covid-19, outreach is very important to make sure the children have what they need.
Neighborhood Program	Black	Harrison Park	COVID-19 concerns & Quality of their education/ curriculum	I think they need to work faster. Our kids are extremely behind because of COVID.
Neighborhood Program	Black	Harrison Park	Equal opportunities at all the schools/ for all students & Quality of the school and their teachers & Racial and economic diversity of classmates	I think they definitely need to look at equity, diversity. It is very important for students to experience diverse students and teachers, making sure education is equitable regardless of where students are placed in what school.
Neighborhood Program	Black	Harrison Park	Limit student disruption & Safety/ security	Please consider the community in general, lives in the community, so try not to disrupt life too much, and make sure the children remain safe.
Neighborhood Program	Black	Harrison Park	Proximity to our home/ walkability	Keep the children in the same neighborhood they are in now.
Neighborhood Program	Black	Harrison Park	Proximity to our home/ walkability	Try to keep the children closer to home.
Neighborhood Program	Black	Harrison Park	Proximity to our home/ walkability & Quality of the school and their teachers & Safety/ security	Safety of all the children and try to keep kids close to where they live and provide whatever the teachers need to get the job done. In my opinion, if you don't have good teachers, you don't have a school.
Neighborhood Program	Black	Harrison Park	Proximity to our home/ walkability & Safety/ security	The children should be in schools that are the closest to where they live so they don't have to cross busy streets or have to be driven back and forth. They should be in a school that is in their neighborhood.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Black	Harrison Park	Quality of their education/ curriculum & Size of their class	Classroom size, focus on all the kids and their learning needs.
Neighborhood Program	Black	Harrison Park	Safety/ security	Just keep the safety of the children in mind.
Neighborhood Program	Black	Harrison Park	Safety/ security	The children must stay safe. That is important.
Neighborhood Program	Black	Harrison Park	Student well-being	The children are what they should consider; if it's good to move them around.
Neighborhood Program	Black	Lane	Equal opportunities at all the schools/ for all students & Racial and economic diversity of classmates	Racial equality.
Neighborhood Program	Black	Lane	Good communication & Parent/ guardian input	Be patient with the parents. With everything online parents need time to learn how to do it for their kids.
Neighborhood Program	Black	Lane	Limit overcrowding/ overflow	Try to balance the boundaries as well as you can.
Neighborhood Program	Black	Lane	Quality of the school and their teachers & Student well-being	Make sure my kids are comfortable in the school they're in and the teacher has time for them.
Neighborhood Program	Black	Lane	Safety/ security	Safety should be the number one priority, especially today.
Neighborhood Program	Black	Lane	Size of their class	Smaller the better.
Neighborhood Program	Black	Lent	Concerned about bussing/ do not want my child to be bussed & Proximity to our home/ walkability & Quality of the school and their teachers	How far the commute will be and quality of teachers and programs at the new school.
Neighborhood Program	Black	Lent	COVID-19 concerns	There are problems with attendance for online classes.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Black	Lent	Quality of the school and their teachers & Quality of their education/ curriculum	Life skills class. To be like a village in helping with education. Make sure the teachers are teaching the way the students need them to.
Neighborhood Program	Black	Marysville	Go to the same school as their nearby neighborhood friends & Proximity to our home/ walkability	Keeping neighborhoods together and have the school as the center for the community.
Neighborhood Program	Black	Marysville	Racial and economic diversity of classmates	Equity and diversity in the schools.
Neighborhood Program	Black	Vestal	Everything is important	Everything.
Neighborhood Program	Latino	Arleta	Accessibility to special education services/ resources	Need to have many more special needs classrooms available.
Neighborhood Program	Latino	Arleta	Future growth & Quality of the school and their teachers & Safety/ security	Fund more new schools. Absolutely need better discipline. Students are tipping over desks, yelling at teachers and disrupting classes. Bring back social justice coordinator. It made a big difference when he left. Need more counselors and less crowding. That will also give more support for teachers.
Neighborhood Program	Latino	Arleta	Good communication	Better communication from teachers to parents, especially if your child is in disability classes.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Latino	Arleta	Logical/ clear boundaries & Racial and economic diversity of classmates & Same school as they have attended. I do not want them to change	That there is a socioeconomic balance, non-gentrification. Also, offering an option to stay at their feeder school rather than their neighborhood school. A small move made us switch schools. Not willy-nilly assigning of houses. The district randomly assigned our school because the house had historically no children for 20 years. All the neighbor kids go to Creston and my child is the only one going to Arleta. I would like more rational thought going into choices with neighborhood/house boundary assignment.
Neighborhood Program	Latino	Arleta	Quality of the school and their teachers & Quality of their education/ curriculum	Continue to prioritize student ability to be in learning-focused classrooms. Good environments, good facilities, good internet, etc.
Neighborhood Program	Latino	Arleta	Quality of the school and their teachers & Racial and economic diversity of classmates & Siblings attend same school	more cultural awareness, diversity is fine but teachers that could focus more on cultural programs. Also, would appreciate putting grade school and middle school together again. Not so many drops-offs and conflicting schedules!
Neighborhood Program	Latino	Bridger	Equal opportunities at all the schools/ for all students & Quality of the school and their teachers & Student well-being	Treat every student and family equally with respect. Make sure all students have the same amount of teacher attention and support for their education.
Neighborhood Program	Latino	Creston	Good communication	I want them to make sure and let me know what will be happening for my student.
Neighborhood Program	Latino	Harrison Park	Accessibility to special education services/ resources & Limit student disruption	Please consider the children with disabilities and special needs. It is difficult for them to change.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Latino	Harrison Park	Parent/ guardian input	They should have meetings to talk to us and find out what we think.
Neighborhood Program	Latino	Harrison Park	Parent/ guardian input	We are on the property line so changing boundaries could be a problem. I think they should get the parents together and maybe a vote, but maybe actually listen to the parents.
Neighborhood Program	Latino	Harrison Park	Proximity to our home/ walkability	I not really thought about it, but I think I would not like any child to have to travel long distances to get to school.
Neighborhood Program	Latino	Harrison Park	Racial and economic diversity of classmates	Try to have a mix of high and low income within every district school, economic diversity is a necessary balance for the children.
Neighborhood Program	Latino	Harrison Park	Safety/ security	Just make sure the children will be safe.
Neighborhood Program	Latino	Harrison Park	Safety/ security	Safety should be the most important thing for them to consider. That should be their first job, to keep the kids and teachers safe - safe buildings and safe areas around the schools.
Neighborhood Program	Latino	Hosford	Boundary flexibility/ exceptions & Limit student disruption & Same school as they have attended. I do not want them to change	Not moving kids before they finish, I guess the grade that they are in. If they are in middle school, let them finish. If they are already in high school, not moving their high school.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Latino	Hosford	Concerned about bussing/ do not want my child to be bussed & Equal opportunities at all the schools/ for all students & Focus programs/ clubs/ opportunities	We are specifically here in this house for the High School. it's important they balance these kids so it's not all, demographically in each neighborhood in the public school's system. Looking into balancing. Right now, we live close to the school. Pandemic aside, trying to figure out if the kids have to ride the city bus again, how the kids are transported to schools and how long transportation is to school. I wouldn't want them taking buses across town. important balance, in schools for extracurricular activities. That each school has extracurricular activities. If everyone has speech and debate and constitution team. imperative all schools get that. Students can go a long ways to get those other programs. There are schools in the district that are unequal in terms of the programs offered. We specifically moved to house to be in IB program. It would be imperative that our kids be in an IB program. We moved to this neighborhood because it was offered. I know that it is offered at limited schools in the district.
Neighborhood Program	Latino	Hosford	Equal opportunities at all the schools/ for all students	Honestly, better neighborhoods have better funding. It is unfortunate and it seems unbalances. In regard to zoning, it should go by who lives in what area, equally distributed, not just. I know that the PTA has called has a certain amount that goes to on
Neighborhood Program	Latino	Hosford	Equal opportunities at all the schools/ for all students & Limit student disruption	Equity. Stability. I have mixed feelings about that. I don't think it hurts kids to change schools.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Latino	Hosford	Equal opportunities at all the schools/ for all students & Quality of their education/ curriculum	Just curriculum and the level of education these kids are receiving. I don't think it's balanced at all.
Neighborhood Program	Latino	Hosford	Equal opportunities at all the schools/ for all students & Size of their class	Equity, balanced class size between districts and schools.
Neighborhood Program	Latino	Hosford	Limit overcrowding/ overflow & Proximity to our home/ walkability	Where the person lives, as far as being able to not cram as many kids as possible but make the boundaries early, not make one smaller or bigger, make them equal size.
Neighborhood Program	Latino	Hosford	Quality of the school and their teachers	Supplies would be a priority for the kids. Access to water.
Neighborhood Program	Latino	Hosford	Quality of the school and their teachers & Quality of their education/ curriculum	That each school has good offerings and teachers.
Neighborhood Program	Latino	Hosford	Racial and economic diversity of classmates	The lived experience of the new demographic. Asian and Latino families have a different relationship. White families are detached and want the public schools to do the work for them. As a Latino, I was let down by that. There is a more multicultural under
Neighborhood Program	Latino	Lane	COVID-19 concerns & Quality of their education/ curriculum & Safety/ security	Make sure kids are getting good education during this online classing period and making sure kids are safe.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Latino	Lane	Financial/ budget responsibility & Focus programs/ clubs/ opportunities	The district doesn't have the funding as some other districts so I like to support them so they can support the students. Try to get grants as much as possible for extracurricular activities and sports. Try to catch up.
Neighborhood Program	Latino	Lane	Good communication	Make sure you communicate with the community on issues.
Neighborhood Program	Latino	Lane	Limit student disruption & Student well-being	Consider how it will affect the children. Keep multiple considerations in mind since each kid will be affected differently.
Neighborhood Program	Latino	Lane	Proximity to our home/ walkability	How far the area is to make sure families are as close to schools as possible.
Neighborhood Program	Latino	Lane	Quality of their education/ curriculum	Just keep the quality of education and learning up.
Neighborhood Program	Latino	Lane	Safety/ security & Student well-being	Safety of our children. Health, well-being, and safety should all be priority.
Neighborhood Program	Latino	Lane	Safety/ security & Student well-being	The student's safety and well-being.
Neighborhood Program	Latino	Lane	Safety/ security & Student well-being	Try to make the kids feel comfortable and safe.
Neighborhood Program	Latino	Lent	Concerned about bussing/ do not want my child to be bussed & Quality of the school and their teachers	Especially need help with transportation and I want school buses available rather than city busses. I want administrators to understand that parents are struggling right now too. Teachers are doing a fantastic job. Thanks for all the good teachers out there.
Neighborhood Program	Latino	Lent	Keep up the good work & Safety/ security	Keep kids safe and clean and pay attention to their needs for safety and comfort. I am happy with my daughter's education and want to give a shoutout to the teachers who are doing their very best.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Latino	Lent	Quality of the school and their teachers & Quality of their education/ curriculum	Doing well as long as the kids are getting an education. Some kids do not pay attention and don't want to learn and just go to school to fool around and are disruptive. It's not always about the teachers, sometimes it's the kids too! We need parents to teach their children more respect for the teachers too.
Neighborhood Program	Latino	Lent	Same middle/ high school feeder path	Let's hope that nothing changes with feeder paths and he will get to go to the high school of his choice.
Neighborhood Program	Latino	Marysville	Safety/ security	Keeping the kids safe.
Neighborhood Program	Latino	Marysville	Size of their class	Keeping class sizes small for kids.
Neighborhood Program	Latino	Mt. Tabor	Accessibility to special education services/ resources & Equal opportunities at all the schools/ for all students & Quality of their education/ curriculum	Equity is most important. Make sure that supports are in place to ensure kids who need the most supports have them available in order to get to the same educational outcomes. Equalize the playing field.
Neighborhood Program	Latino	Mt. Tabor	Boundary flexibility/ exceptions	They should consider letting students have a choice about attending the new school.
Neighborhood Program	Latino	Mt. Tabor	COVID-19 concerns & Quality of their education/ curriculum	How can we make quality education available remotely? How can we pivot to present education in a remote manner so that learning doesn't have to be interrupted if it is necessary to learn remotely for a period of time? Take advantage of what we have learned through COVID to set up learning so it can continue seamlessly in and out of the classroom in a quality manner.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Latino	Mt. Tabor	Quality of the school and their teachers & Size of their class	Hire good quality teachers. Keep class sizes smaller. Spend money on quality teachers over fancy buildings.
Neighborhood Program	Latino	Mt. Tabor	Racial and economic diversity of classmates	Consider putting a balance of difference races in the schools. Make sure schools have as much diversity as possible.
Neighborhood Program	Latino	Mt. Tabor	Same school as they have attended. I do not want them to change	Consider that some of us have lived in Portland our whole lives and we know and trust the teachers we are familiar with. If a child has already started in a school, consider allowing families to keep them in that school until they complete all the grades
Neighborhood Program	Latino	Mt. Tabor	Size of their class	Keep class sizes relatively small.
Neighborhood Program	Multiple/ Asian/ White	Arleta	Focus programs/ clubs/ opportunities & Quality of the school and their teachers	Need more stability with principals. Hoping for more programs at Kellogg and more choices for extracurriculars. More choices for two electives.
Neighborhood Program	Multiple/ Asian/ White	Arleta	Quality of food/ food options & Quality of the school and their teachers	Very glad for the change of the principal at Arleta. The entire PPS should model their PE program after Mr. Stolz at Woodmere. Would like to see better nutrition offered with less carbs and more protein.
Neighborhood Program	Multiple/ Asian/ White	Atkinson	Proximity to our home/ walkability & Same middle/ high school feeder path & Same school as they have attended. I do not want them to change	Maintain a relationship with the school and the geographic proximity for families to attend a school close in location to the residence. In our area the schools feed in the wrong direction so people go to the lottery. The feeders have always been a problem.
Neighborhood Program	Multiple/ Asian/ White	Lent	Safety/ security & Size of their class	Safety of neighborhood, class sizes, security in area.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Multiple/ Asian/ White	Mt. Tabor	Equal opportunities at all the schools/ for all students	Equity throughout the schools and classrooms must be addressed first.
Neighborhood Program	Multiple/ Asian/ White	Mt. Tabor	Limit student disruption & Student well-being	Make sure the students don't feel disconnected from their friends, especially in middle and HS levels. Try to keep this in mind when adjusting borders.
Neighborhood Program	Multiple/ Asian/ White	Mt. Tabor	Racial and economic diversity of classmates	Ideally, I would like to see a balance of socioeconomics in the student population in each school. Diversity is important.
Neighborhood Program	Multiple/ Asian/ White	Vestal	Accessibility to special education services/ resources	Not sure. Our child is in special needs programs so most of the changes won't affect us.
Neighborhood Program	Multiracial	Creston	Don't know/ Refused	As long as the school opens in the next year, I wouldn't have any issues with my student going to a different school if the boundary changes.
Neighborhood Program	Multiracial	Creston	Equal opportunities at all the schools/ for all students & Size of their class	A good thing to think about on a planning level is to have the new school be treated equally with the other schools. Class sizes and funding should be equitable at all the schools.
Neighborhood Program	Multiracial	Hosford	Accessibility to special education services/ resources & Quality of their education/ curriculum	My son getting a proper education and his ISP is still available wherever he goes.
Neighborhood Program	Multiracial	Hosford	Boundary flexibility/ exceptions & Racial and economic diversity of classmates	Balance of who is in the community of the school. Making sure that I don't think boundaries are the top priority. I think they would have lotteries, that lotteries are great, not be bound to where you live.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Multiracial	Hosford	Equal opportunities at all the schools/ for all students	Equity among the schools, not so much the kids. Certain schools offer awesome programs focusing on different things. Hard if not neighborhood school. Unequitable schools as a district, too bad, not as equitable in the whole district.
Neighborhood Program	Multiracial	Hosford	Equal opportunities at all the schools/ for all students	Equity.
Neighborhood Program	Multiracial	Hosford	Quality of food/ food options	Free lunches. Better lunches.
Neighborhood Program	Multiracial	Hosford	Quality of their education/ curriculum	Academics.
Neighborhood Program	Multiracial	Lane	Equal opportunities at all the schools/ for all students	Equalize resources for all students.
Neighborhood Program	Multiracial	Lane	Quality of their education/ curriculum	Make sure you are educating the children.
Neighborhood Program	Multiracial	Lane	Size of their class	Keep balanced class sizes.
Neighborhood Program	Multiracial	Mt. Tabor	COVID-19 concerns & Focus programs/ clubs/ opportunities & Quality of their education/ curriculum	Definitely consider making things like sports and art a priority to be added back into the curriculum, especially for middle school. Get back to the more balanced curriculum of academics, creative expression and physical activity. Have more resources and staff dedicated for students needing more help. Just get back in class in-person! Consider investment into a better remote system and make sure teachers and students are all trained properly so virtual systems can be optimized.
Neighborhood Program	Multiracial	Mt. Tabor	Don't know/ Refused	I don't really have anything to say because I am not really aware of the balancing issues.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	Multiracial	Mt. Tabor	Equal opportunities at all the schools/ for all students & Racial and economic diversity of classmates	Racial justice and equity are really important. Make sure underserved communities are getting the resources they need. Make sure high-income schools can't fund-raise to have better resources than low-income schools.
Neighborhood Program	Multiracial	Mt. Tabor	Equal opportunities at all the schools/ for all students & Student well-being	Equity. Any changes should benefit all children.
Neighborhood Program	Multiracial	Mt. Tabor	Future growth & Limit student disruption	Consider the long-term plan and have a feel for how the area is developing. I don't want them to have to go thru this again in a few years so put some thought into the places where enrollment will grow in the future. It is hard on families and students.
Neighborhood Program	Multiracial	Vestal	Accessibility to special education services/ resources	Kids with special needs need to get/have better classes and care.
Neighborhood Program	Native	Harrison Park	Accessibility to special education services/ resources	Make sure they meet each individual guideline for IEP and special needs kids, and how they manage all types of special needs children.
Neighborhood Program	Native	Lane	Accessibility to special education services/ resources	Watching kids at the IEPs and making sure they get the help they need.
Neighborhood Program	White	Arleta	COVID-19 concerns & Quality of their education/ curriculum	More synchronous learning for online and in-person.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	White	Arleta	Focus programs/ clubs/ opportunities & Parent/ guardian input & Racial and economic diversity of classmates	I will choose between Lane and Kellogg and would really like to know about the different programs that are available at each school. I really want the economic and diversity piece to be better handled than a few years ago when Arleta kids might have gone to Lane. I want to have the programs comparable and not have Lane left out of the financial mix. Not have Kellogg get all the higher income resources for the students there. Parity.
Neighborhood Program	White	Arleta	Focus programs/ clubs/ opportunities & Quality of their education/ curriculum	Can't have child underprepared for high school. orca is much better option! lots more programs. Many parents choosing this option because Arleta was so terrible. I suggest administrators talk to Orca leaders and follow-through with some of their programs when kids transition back into in-person schooling.
Neighborhood Program	White	Arleta	Good communication & Parent/ guardian input	Give time for feedback and preparation during the transition time.
Neighborhood Program	White	Arleta	Good communication & Parent/ guardian input	Too many e-mails about these issues. We're overloaded with information and e-mails are too long. I'd also suggest online learning e-mails go to both students and parents. Perhaps there needs to be a brainstorming session with parents about the Kellogg issues.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	White	Arleta	Good communication & Quality of the school and their teachers	We need much better communication between teachers and parents. I attended every parent-teacher meeting and that was the only way I learned anything about my child's schooling. My has attended Arleta since kindergarten and the parent-teacher communication has been almost non-existent. It's just emails nowadays and computer programs that are easily run.
Neighborhood Program	White	Arleta	Limit overcrowding/ overflow & Parent/ guardian input & Size of their class	Had classes where kids had to stand up because there were not enough chairs to go around. Have a little more forethought with numbers of students. I do wish they could engage parent base more in the middle school and do as well as they do in grade schools. Parents could offer more time to help the teachers in the higher grades to get better educational outcomes. Do understand how difficult it has been with overcrowding.
Neighborhood Program	White	Arleta	Parent/ guardian input	I have been following emails about changes. I would suggest the administration listen closely to the concerns of parents and the guiding principle should be kindness.
Neighborhood Program	White	Arleta	Quality of the school and their teachers	Poor handling of administration at Arleta. The principal turnovers and bad leadership are a mess to clean up after. Arleta parents have had many struggles with administration over last few years. I really hope that will not recur. Please don't mess this up!
Neighborhood Program	White	Arleta	Quality of their education/ curriculum	More experiential, engaging, and interactive curriculum. Actually be able to achieve curriculum goals.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	White	Arleta	Quality of their education/ curriculum	Really focus on best learning environment. Not so much about dollars or other concerns. Focus on learning and curriculums.
Neighborhood Program	White	Atkinson	Equal opportunities at all the schools/ for all students & Safety/ security	Improve crossing for the middle school with guards, but if no guard, then stop lights with buttons to push like they have at the grade school. I would also like to see more opportunities that are not lottery based. I would have liked to have my child into Spanish, but unfortunately my child was not a winner. It would be nice to have other opportunities that are for everyone.
Neighborhood Program	White	Atkinson	Racial and economic diversity of classmates	Their focus options are not a good solution for economic and racial integration. Parents try to self-integrate and it's not working and we have pockets of wealth and pockets of poverty and their idea of integration it's not working. Please work on it.
Neighborhood Program	White	Atkinson	Safety/ security	Ease for the students and parents getting kids to and from school safely.
Neighborhood Program	White	Creston	Equal opportunities at all the schools/ for all students	Equal opportunity for all students in all schools.
Neighborhood Program	White	Creston	Equal opportunities at all the schools/ for all students & Focus programs/ clubs/ opportunities & Quality of their education/ curriculum	I really think it is super important that kids who can't afford to live in high-income neighborhoods get a high quality of education. They need schools with great programs and great teachers. We have enough schools named after privileged white men and t

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	White	Creston	Equal opportunities at all the schools/ for all students & Racial and economic diversity of classmates	Ensure equity of finances and opportunity for students. Make sure lower income students have the same access to programs that students in more affluent areas have.
Neighborhood Program	White	Creston	Limit student disruption	As much as possible keep students in their current attendance areas.
Neighborhood Program	White	Creston	Quality of their education/ curriculum & Student well-being	You need to make the kids and their education the most important consideration, especially in using the finances.
Neighborhood Program	White	Hosford	Accessibility to special education services/ resources	Be inclusive with all children with disabilities. Everyone should be included with everything.
Neighborhood Program	White	Hosford	Equal opportunities at all the schools/ for all students	Equity of the schools should be first.
Neighborhood Program	White	Hosford	Equal opportunities at all the schools/ for all students	I want them to consider an equitable redistribution of students.
Neighborhood Program	White	Hosford	Equal opportunities at all the schools/ for all students & Limit student disruption	Consistency and equal opportunity are very important. For instance, my son attends an immersion middle school. He is very interested in and wants to learn about culture and language, but the program is not accessible to him even at the most basic level because he did not start in elementary school. Students should have access to classes they are interested in taking.
Neighborhood Program	White	Hosford	Equal opportunities at all the schools/ for all students & Racial and economic diversity of classmates	Equal access for all students and not just catering to wealthy families. More helping of low income and non-English speaking families.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	White	Hosford	Equal opportunities at all the schools/ for all students & Racial and economic diversity of classmates	Equity, anti-racism, and representing minority and special education students.
Neighborhood Program	White	Hosford	Financial/ budget responsibility & Focus programs/ clubs/ opportunities	Making sure funding is placed properly. Not enough funding for arts and music and too much for sports programs.
Neighborhood Program	White	Hosford	Future growth & Size of their class	Class sizes to be consider and plan for future growth.
Neighborhood Program	White	Hosford	Limit student disruption	Continuity for the students is critical.
Neighborhood Program	White	Hosford	Logical/ clear boundaries	Geography should be the basis for attendance areas. If there are geographies where it causes an imbalance, then they should address that. Immersion programs should not disrupt students attending according to geographical boundaries. The immersion programs should probably all be housed at one site.
Neighborhood Program	White	Hosford	Parent/ guardian input	I think that they need to listen to parent input. They need to make sure that the opportunity is equitable.
Neighborhood Program	White	Hosford	Parent/ guardian input	Parents need to get involved because the shifting of districts has no involvement of parents.
Neighborhood Program	White	Hosford	Quality of the school and their teachers	Make sure there is proper staffing and proper support for teachers, so the needs of all kids are met.
Neighborhood Program	White	Hosford	Quality of the school and their teachers & Size of their class	The class size and the number of students coming in. Making sure they have enough faculty to support it they really need to revamp the whole entire system.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	White	Hosford	Quality of the school and their teachers & Student well-being	Provide an equitable goal for all students in the district. Also consider building maintenance for older school buildings.
Neighborhood Program	White	Hosford	Quality of their education/ curriculum	Balancing the quality of education across all schools. I have a child in each of the high schools and it is apparent that one school has higher quality teaching than the other. This should not be an issue especially if this boundary issue will change the student's cohorts.
Neighborhood Program	White	Hosford	Racial and economic diversity of classmates	Diversity should be considered when they re-align.
Neighborhood Program	White	Hosford	Size of their class	Appropriate class sizes are really important.
Neighborhood Program	White	Hosford	Size of their class	Class sizes. Keep them small.
Neighborhood Program	White	Hosford	Size of their class	Having smaller class sizes.
Neighborhood Program	White	Hosford	Size of their class	Keeping class sizes small.
Neighborhood Program	White	Hosford	Size of their class	Keep their class sizes small.
Neighborhood Program	White	Lane	Accessibility to special education services/ resources	More options and programs for children with special needs.
Neighborhood Program	White	Lane	Boundary flexibility/ exceptions & Equal opportunities at all the schools/ for all students & Racial and economic diversity of classmates	Any kid should be able to attend school regardless of race, income, or family status.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	White	Lane	Equal opportunities at all the schools/ for all students	Equity. All the schools should have the same level of enrichment programs for students. Equal funding for the schools.
Neighborhood Program	White	Lane	Equal opportunities at all the schools/ for all students & Racial and economic diversity of classmates	Equity and balance between all racial and economic groups in the schools.
Neighborhood Program	White	Lane	Good communication	Make sure the school is on the same page as the parents.
Neighborhood Program	White	Lane	Quality of the school and their teachers	The teachers and staff need to consider that the kids come first. Have new ideas, do their research, and do what is best for the kids. Fight harder to get funding. My daughter is high functioning and has been bullied by another child and the school has not been taking it seriously enough.
Neighborhood Program	White	Lent	Logical/ clear boundaries	Common sense and keeping in mind the maturity level between elementary and middle school when doing the grade adjustments.
Neighborhood Program	White	Lent	Size of their class	Class sizes not being too big.
Neighborhood Program	White	Marysville	Accessibility to special education services/ resources & Quality of the school and their teachers & Size of their class	Class size, availability of teachers, and special needs training for people.
Neighborhood Program	White	Marysville	Equal opportunities at all the schools/ for all students	Make sure everybody has equal access to education.
Neighborhood Program	White	Marysville	Limit student disruption & Student well-being	The kids and how well they can adjust to what's going on situation wise.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Neighborhood Program	White	Marysville	Quality of the school and their teachers	Teachers need to get paid better than they are.
Neighborhood Program	White	Marysville	Racial and economic diversity of classmates	Maintaining economic and social diversity among the schools.
Neighborhood Program	White	Mt. Tabor	Boundary flexibility/ exceptions & Limit student disruption	Continuity for the kids is really important. Try not to be disruptive but give choices. That way a student who is fine with moving can do so but if they want to stay where they already started, let them stay.
Neighborhood Program	White	Mt. Tabor	Equal opportunities at all the schools/ for all students & Safety/ security	All schools should receive the same resources, get updated and be safe for all students.
Neighborhood Program	White	Mt. Tabor	Quality of their education/ curriculum	There is a big push to deemphasize grades. I don't agree. Kids need to be held responsible for the work they are producing, and grading is a part of that.
Neighborhood Program	White	Mt. Tabor	Quality of their education/ curriculum & Safety/ security	The most important thing to me is making sure the level of education increases rather than decreases for all students. Commitment to create a safe and bully-free zone that includes a disciplined environment is crucial.
Neighborhood Program	White	Vestal	Equal opportunities at all the schools/ for all students	Equity.
Russian Immersion	Latino	Lane	Student well-being	Make sure the children have opportunities to grow.
Russian Immersion	White	Lane	Equal opportunities at all the schools/ for all students & Quality of their education/ curriculum	Equity and quality of education should be the same for every student. My kids have a vastly different education than my fiancé's child's education.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Russian Immersion	White	Lane	Quality of their education/ curriculum	Level of education for the children and not being politicized.
Russian Immersion	White	Lane	Quality of their education/ curriculum	The level of education has gone down a lot over the last few years.
Russian Immersion	White	Lane	Quality of their education/ curriculum & Student well-being	Child's way of learning is accommodated so they are comfortable and learn better.
Spanish Immersion	Asian	Lent	Good communication & Parent/ guardian input	Focus on family priorities. Southeast district has lots of working-class families and the schools needs to focus more on family values and carrying them into the schools. Specifically focus more on that in the newsletters.
Spanish Immersion	Black	Bridger	Equal opportunities at all the schools/ for all students	Make sure there is equity of programs in each school.
Spanish Immersion	Black	Bridger	Equal opportunities at all the schools/ for all students & Focus programs/ clubs/ opportunities	Make sure the Spanish immersion program is available to students at all schools.
Spanish Immersion	Black	Bridger	Racial and economic diversity of classmates	It would be nice if there are only a few black children in one grade that you don't spread them out so that a black student is alone in a classroom. They need to have at least one other child in the classroom that looks like them if it is possible.
Spanish Immersion	Latino	Atkinson	Accessibility to special education services/ resources & Size of their class	I would hope they would keep small class and consider providing tutors for children who are falling behind. Someone to help with homework, perhaps after school.
Spanish Immersion	Latino	Atkinson	Quality of the school and their teachers	Consider activity areas for the kids

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Spanish Immersion	Latino	Atkinson	Quality of the school and their teachers & Same middle/ high school feeder path & Student well-being	It is very important for the children to stay on the same path and the district should do what's best for the children, not what is best for the teachers and community. Children first.
Spanish Immersion	Latino	Bridger	Accessibility to special education services/ resources & Student well-being	The most important thing is to ensure that schools have emotional support for children and families because so many children are from families with struggles and trauma in different parts of their lives. It needs to be a safe place for kids no matter what.
Spanish Immersion	Latino	Bridger	Boundary flexibility/ exceptions	Consider making the process is shorter when a student wants to transfer schools, so it doesn't cause so much anxiety while waiting for a decision.
Spanish Immersion	Latino	Bridger	Equal opportunities at all the schools/ for all students & Racial and economic diversity of classmates	There needs to be equality for all students, both economically and racially.
Spanish Immersion	Latino	Bridger	Focus programs/ clubs/ opportunities	The programs are fine. Bilingual education is a must for students.
Spanish Immersion	Latino	Bridger	Logical/ clear boundaries	They need to look somewhere else other than the east side to make these changes. They need to look at Grant or Wilson or Lincoln and not try to make all the adjustments in the lower socioeconomic area.
Spanish Immersion	Latino	Bridger	Parent/ guardian input	Listen to the neighbors who live in the community and ask them about how they feel about moving their students to a different school. How difficult will it be for them?

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Spanish Immersion	Latino	Bridger	Quality of the school and their teachers	Make plans to ensure that the atmosphere at every school is welcoming to every child.
Spanish Immersion	Latino	Bridger	Racial and economic diversity of classmates	Make it socioeconomically balanced in each of the schools. Don't have one school where the student population is more economically advantaged than another school, having a rich school and a poor school.
Spanish Immersion	Latino	Bridger	Same school as they have attended. I do not want them to change	Bridger has built a strong community as a K-8 School. I think they should consider keeping the strong K-8 community that has been built. It's a great place for older students to learn to help younger students.
Spanish Immersion	Latino	Lent	Concerned about bussing/ do not want my child to be bussed	Busing to new school if a parent does not drive.
Spanish Immersion	Latino	Lent	Concerned about bussing/ do not want my child to be bussed & COVID-19 concerns	Make sure the administrators really focus on the health issues for the children. That's a number one priority. Also, will there need to transportation with city busses or school busses or will parents be taking kids to school?
Spanish Immersion	Latino	Lent	Concerned about bussing/ do not want my child to be bussed & Good communication	Give more information about the school they are going to attend. Information about the school itself and its programs. Better information going out to those who don't have email service. Also offer it in Spanish and other languages for those who need that. I'm very concerned about bussing. I don't drive at all and have other children at home so I can't walk my kids to school every day to assure their safety. Kellogg is too far to walk to from my home.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Spanish Immersion	Latino	Lent	Concerned about bussing/ do not want my child to be bussed & Limit student disruption & Student well-being	Make it easy for the kids and not difficult for the whole family or for whole community. I don't want to do bussing. My daughter has to take two to three busses to get to school and I'm very uncomfortable with that.
Spanish Immersion	Latino	Lent	Concerned about bussing/ do not want my child to be bussed & Same school as they have attended. I do not want them to change	The kids had to enter the lottery to get into the school they wanted and now they are getting transferred whether they want to or not. Also, transportation to get to Kellogg is a big issue.
Spanish Immersion	Latino	Lent	Focus programs/ clubs/ opportunities	Emersion programs for the new middle school.
Spanish Immersion	Latino	Lent	Good communication & Quality of their education/ curriculum	Communication, organization, and making sure the students are doing the work they need to do.
Spanish Immersion	Latino	Lent	Keep up the good work	I trust them to do the right thing and appreciate how hard it has been on the administration during the pandemic.
Spanish Immersion	Latino	Lent	Limit student disruption & Same school as they have attended. I do not want them to change	I don't want to change the K-8 schools to K-5. I want the kids to have consistency in their schooling with no big changes or upheavals.
Spanish Immersion	Latino	Lent	Quality of the school and their teachers & Quality of their education/ curriculum	Make sure the teachers are quality teachers and offer a good education. Really focus on learning. I'm not so concerned about extracurricular programs.
Spanish Immersion	Latino	Lent	Safety/ security	I want the police force and schools to be more connected for the safety of the kids with more of a presence.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Spanish Immersion	Latino	Mt. Tabor	Boundary flexibility/ exceptions & Go to the same school as their nearby neighborhood friends	Make sure you keep kids together from the same neighborhood. Allow parents to request exceptions especially if the child is doing well in school.
Spanish Immersion	Latino	Mt. Tabor	Don't know/ Refused	There is nothing I can think of. I am happy with the way things are currently.
Spanish Immersion	Latino	Mt. Tabor	Equal opportunities at all the schools/ for all students & Racial and economic diversity of classmates	Consider underrepresented groups. Make sure that students of color and those living in poverty have to make the least adjustment. Make sure administrators in new schools are experienced with the population they will be working with and really dedicated to listening to parents and community groups.
Spanish Immersion	Latino	Mt. Tabor	Focus programs/ clubs/ opportunities	Provide more program options and electives in areas such as sports and arts.
Spanish Immersion	Latino	Mt. Tabor	Racial and economic diversity of classmates & Student well-being	Make sure you are putting the needs of students of color first and foremost in your decisions.
Spanish Immersion	Multiple/ Asian/ White	Bridger	Concerned about bussing/ do not want my child to be bussed & Proximity to our home/ walkability	Students shouldn't have to travel a lengthy distance for their students to be in a special program or immersion program. Add busses for transportation.
Spanish Immersion	Multiracial	Bridger	Focus programs/ clubs/ opportunities	I don't want them to take away programming like Spanish immersion from the new school in order to balance programming at other schools. I have a concern about sixth graders adjusting to the large middle schools.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Spanish Immersion	White	Atkinson	Equal opportunities at all the schools/ for all students & Racial and economic diversity of classmates	Opportunity for Latino students to get into emergent classes, and a better balance between social, economic and racial mix.
Spanish Immersion	White	Atkinson	Go to the same school as their nearby neighborhood friends & Limit student disruption	Please consider moving the entire fifth grade class as a whole to Kellogg. I think it's important to keep the kids together if they have to more. It would be helpful to keep them all together.
Spanish Immersion	White	Atkinson	Go to the same school as their nearby neighborhood friends & Proximity to our home/ walkability	Children should be going to neighborhood school and schools close to them.
Spanish Immersion	White	Atkinson	Proximity to our home/ walkability	Proximity. Keep the kids closer to home.
Spanish Immersion	White	Bridger	Equal opportunities at all the schools/ for all students & Logical/ clear boundaries & Racial and economic diversity of classmates	They should be looking at equity and balancing so it makes sense to be making changes. But it seems like it is impacting Bridger much more than other schools. They should look at socioeconomic balancing as well as racial balancing. Make changes in northeast that would also help southeast. Make it easiest for students who will struggle with the changes.
Spanish Immersion	White	Bridger	Equal opportunities at all the schools/ for all students & Racial and economic diversity of classmates & Quality of their education/ curriculum	I would like them to consider the education of students coming from low-income homes to ensure that the district invests and reallocates resources to support those schools. Students should have strong teachers who look like them in their schools. There should be economic and racial equality in the schools.

Table Continued

(Question 9 continued, "When you thoughtfully consider the whole picture, what is the most important thing or things for Portland Public Schools to consider?")

TABLE CONTINUED

PROGRAM	RACE/ ETHNICITY	SCHOOL	CATEGORIES	RESPONSE
Spanish Immersion	White	Bridger	Limit student disruption & Same school as they have attended. I do not want them to change	Consistency is important. These decisions are not easy, but it is possible to evolve rather than have a big shake-up and move everything all at once. Don't send families into chaos.
Spanish Immersion	White	Mt. Tabor	Proximity to our home/ walkability & Safety/ security	Keep schools local to the community and safe to get to.

CRITICAL DATA / FLO ANALYTICS

Market Study Summary & Overall Insights for Portland Public Schools

October 2020



Critical Data Strategies, LLC
620 South Washington Street
Spokane, Washington 99204
CRITICAL-DATA.COM



- Critical Data completed one-on-one executive style telephone interviews with **335 parents/guardians** who have current or soon to be middle school-aged children in and reside within the southeast portion of the Portland Public School District. The interviews were broken out as follows:

SCHOOL	COMPLETED INTERVIEWS	PERCENTAGES
Arleta	20	6.0%
Atkinson	12	3.6%
Bridger	21	6.3%
Creative Science	23	6.9%
Creston	11	3.3%
Harrison Park	26	7.8%
Hosford	66	19.7%
Lane	46	13.7%
Lent	26	7.8%
Marysville	11	3.3%
Mt. Tabor	67	20.0%
Vestal	6	1.8%
TOTAL	335	100%

PROGRAM	COMPLETED INTERVIEWS	PERCENTAGES
Chinese Immersion	21	6.3%
Creative Science School	23	6.9%
Japanese Immersion	38	11.3%
Neighborhood Program	198	59.1%
Russian Immersion	6	1.8%
Spanish Immersion	49	14.6%
TOTAL	335	100%

RACE/ETHNICITY	COMPLETED INTERVIEWS	PERCENTAGES
Asian	39	11.6%
Black	40	11.9%
Latino	91	27.2%
Multiple/Asian/White	24	7.2%
Multiracial	28	8.4%
Native	3	0.9%
Pacific Islander	1	0.3%
White	109	32.5%
TOTAL	335	100%



(Summary and Overall Insights continued)

- 100% of the 335 respondents confirmed that they have current or soon to be middle school-aged children attending the Portland Public School District.
- 54.3% of all study respondents are aware of growth and program balancing challenges facing the southeast portion of the Portland Public School District, which will change the school attendance boundaries. The level of awareness varies markedly between groups.

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	85.7%	82.6%	68.4%	44.9%	50.0%	55.1%	54.3%
No	14.3%	17.4%	31.6%	54.5%	50.0%	44.9%	45.4%
Don't know/ Refused	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.3%
TOTAL	100%	100%	100%	100%	100%	100%	100%

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	51.3%	37.5%	50.5%	75.0%	64.3%	33.3%	0.0%	58.7%	54.3%
No	48.7%	62.5%	49.5%	25.0%	35.7%	66.7%	100%	40.4%	45.4%
Don't know/ Refused	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.3%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%



(Summary and Overall Insights continued)

- Overall, only 29.9% of the responding parents and guardians are aware that the District is forming a Guiding Coalition committee to study and provide recommendations regarding enrollment and program balancing. Awareness levels vary significantly between program groups.

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	71.4%	69.6%	21.1%	21.7%	0.0%	36.7%	29.9%
No	28.6%	30.4%	78.9%	76.3%	100%	61.2%	68.7%
Don't know/ Refused	0.0%	0.0%	0.0%	2.0%	0.0%	2.0%	1.5%
TOTAL	100%	100%	100%	100%	100%	100%	100%

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	25.6%	12.5%	26.4%	45.8%	17.9%	0.0%	0.0%	41.3%	29.9%
No	74.4%	87.5%	70.3%	54.2%	82.1%	100%	100%	56.9%	68.7%
Don't know/ Refused	0.0%	0.0%	3.3%	0.0%	0.0%	0.0%	0.0%	1.8%	1.5%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%



(Summary and Overall Insights continued)

- Only one in four respondents overall (25.1%) are aware of the Portland Public School Vision describing the District's long-term aspirations.

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGHBORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	38.1%	34.8%	47.4%	20.2%	16.7%	18.4%	25.1%
No	52.4%	65.2%	52.6%	75.3%	83.3%	77.6%	71.0%
Don't know/ Refused	9.5%	0.0%	0.0%	4.5%	0.0%	4.1%	3.9%
TOTAL	100%	100%	100%	100%	100%	100%	100%

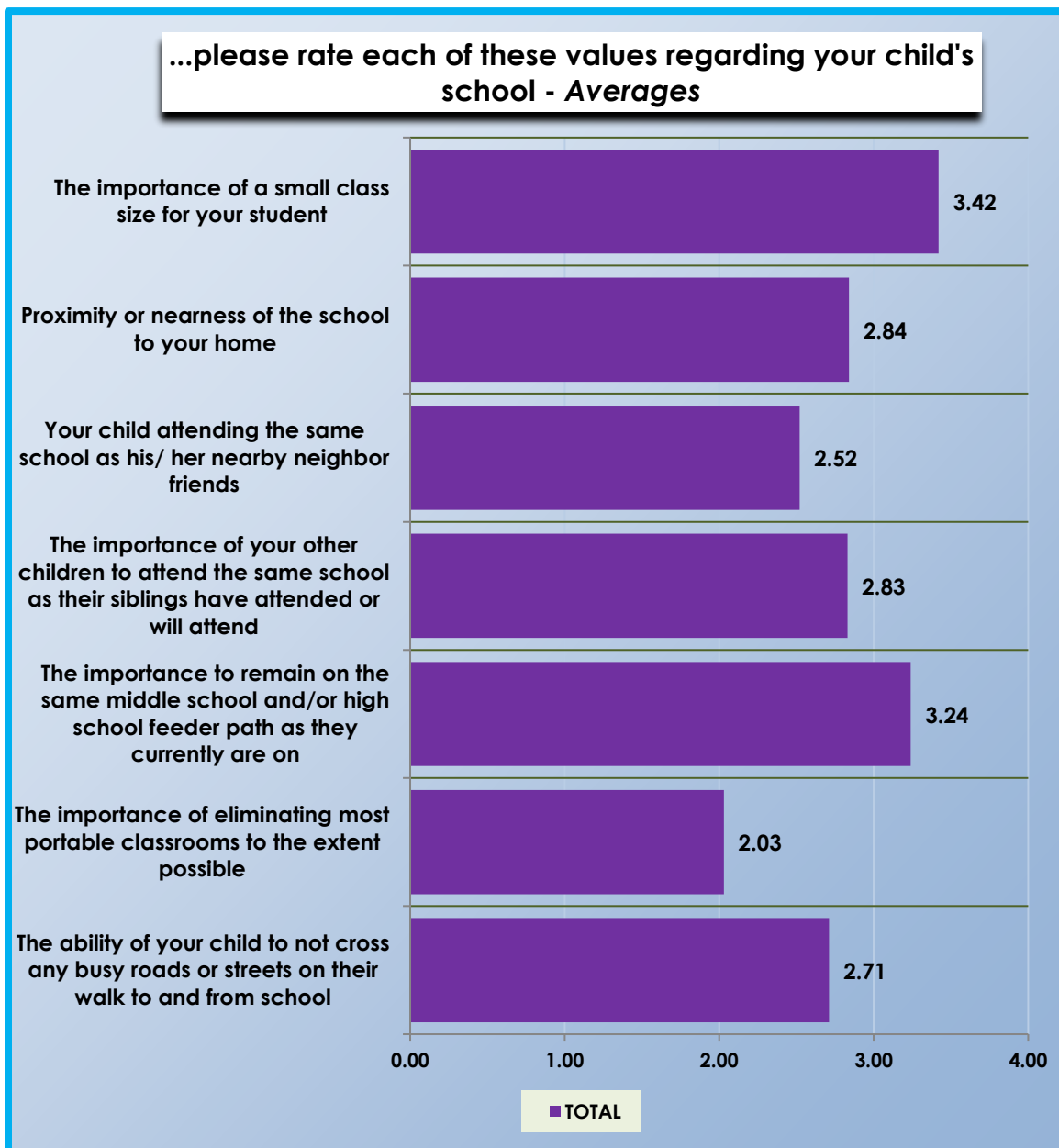
RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI-RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	30.8%	12.5%	24.2%	45.8%	28.6%	0.0%	0.0%	23.9%	25.1%
No	59.0%	87.5%	70.3%	54.2%	71.4%	100%	100%	72.5%	71.0%
Don't know/ Refused	10.3%	0.0%	5.5%	0.0%	0.0%	0.0%	0.0%	3.7%	3.9%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

- A low percentage of parents and guardians within the study area are aware of the growth challenges and program balancing facing the district. This lack of awareness extends to knowledge of the formation of the Guiding Coalition committee and the overall school vision for long-term aspirations. It is important that, prior to the implementation of planning, a concerted effort be made to increase awareness to those effected parents/guardians within the district.



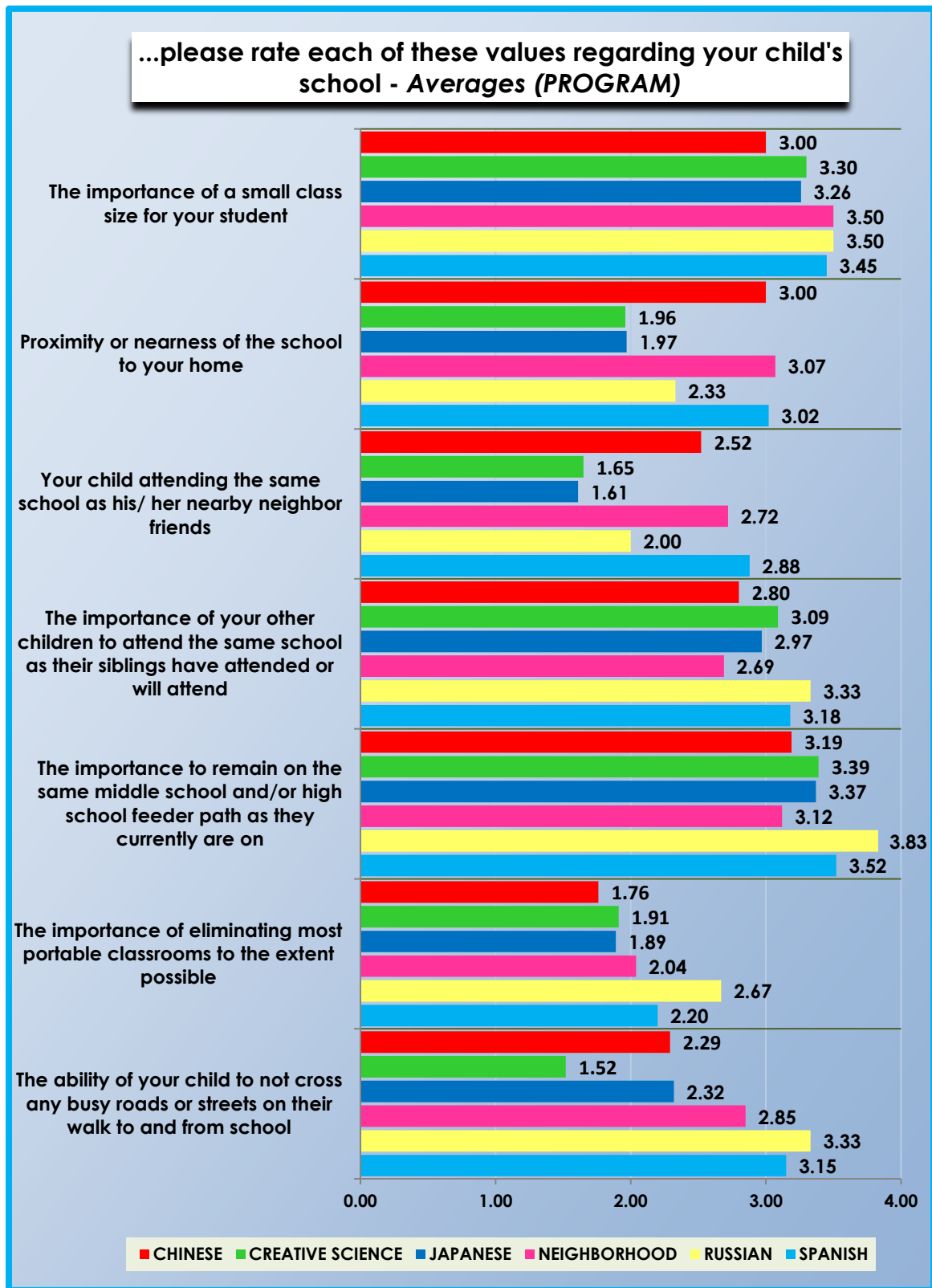
(Summary and Overall Insights continued)

- Parents/guardians were provided a list of seven attributes and asked to 'grade' each in their overall importance to them regarding their student's school. Those rated as most important using an A – F (0.00 – 4.00) scale were:
 - Importance of a small class size 3.42
 - Importance to remain on same middle/high school path 3.24
- Of the seven factors graded, the *least* important factors to parents and guardians were:
 - Eliminating most if not all portable classrooms 2.03
 - Attending same school as neighbors/friends 2.52



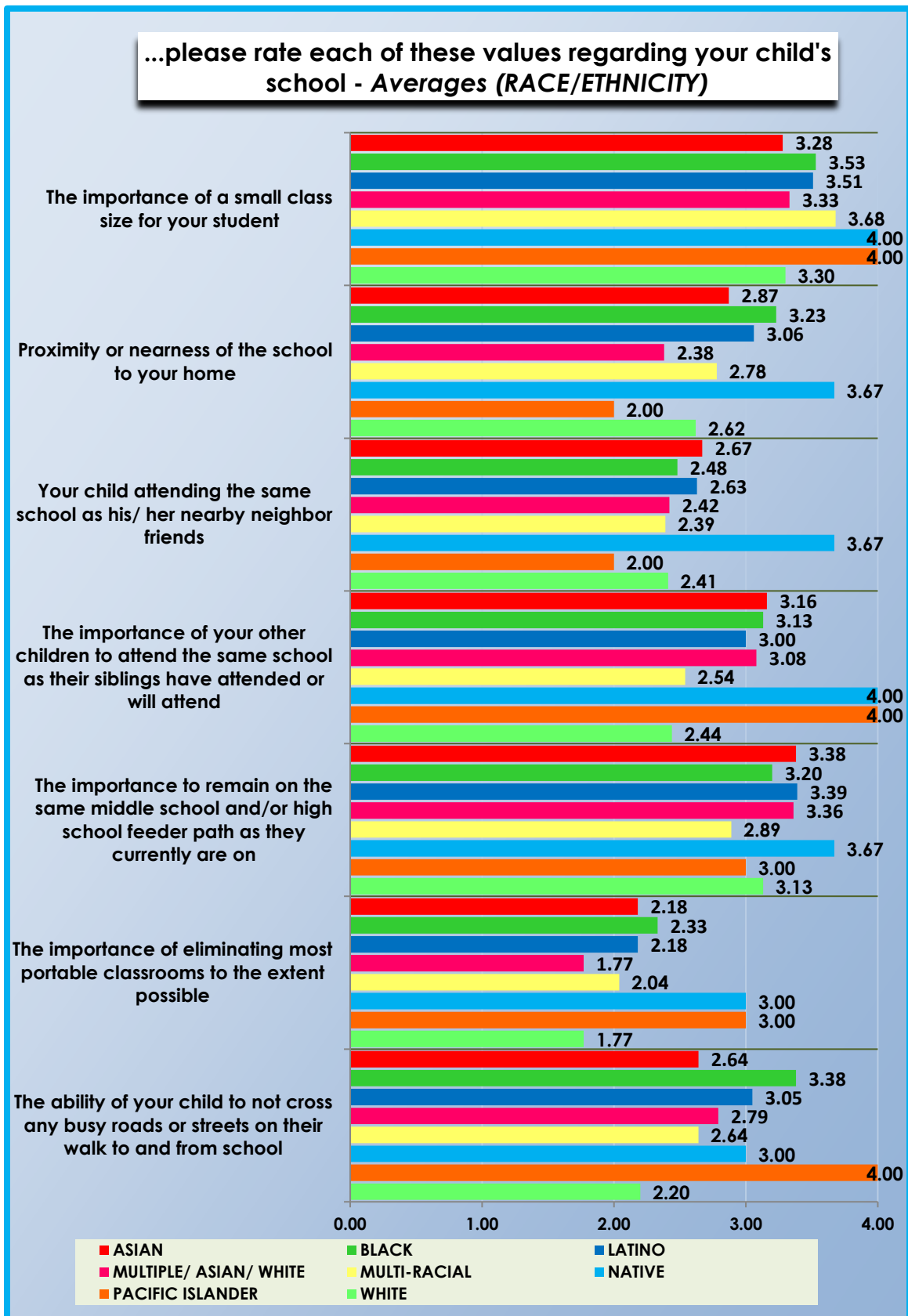


(Summary and Overall Insights continued)





(Summary and Overall Insights continued)





(Summary and Overall Insights continued)

- Assuming that their student is safe, in an open-ended question parents and guardians were asked if they had other concerns relating to boundary issues. While a number of concerns were mentioned, the top named concern was identified more than twice as often as the others, and the second most named was significantly higher than all other responses:
 - Quality of the school and their teachers 49.6%
 - Focus programs/clubs/opportunities 21.8%

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Quality of the school and their teachers	38.1%	69.6%	55.3%	48.0%	83.3%	42.9%	49.6%
Focus programs/ clubs/ opportunities	47.6%	17.4%	31.6%	17.7%	16.7%	22.4%	21.8%
Racial and economic diversity of classmates	9.5%	17.4%	13.2%	11.6%	0.0%	16.3%	12.5%
Safety/ security	19.0%	13.0%	2.6%	12.6%	0.0%	12.2%	11.6%
Quality of their education/ curriculum	4.8%	17.4%	18.4%	9.6%	16.7%	6.1%	10.4%
Proximity to our home/ walkability	9.5%	8.7%	2.6%	10.6%	16.7%	8.2%	9.3%
Don't know/ Refused	0.0%	4.3%	2.6%	9.1%	0.0%	8.2%	7.2%
Same school as they have attended. I do not want them to change	14.3%	8.7%	0.0%	6.1%	0.0%	12.2%	6.9%
Go to the same school as their nearby neighborhood friends	33.3%	4.3%	2.6%	4.5%	0.0%	4.1%	6.0%
Size of their class	4.8%	8.7%	10.5%	6.1%	0.0%	2.0%	6.0%
Student well-being	0.0%	8.7%	5.3%	4.5%	0.0%	0.0%	3.9%

Table Continued



(Summary and Overall Insights continued)

TABLE CONTINUED

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGHBORHOOD	RUSSIAN	SPANISH	TOTAL
Accessibility to special education services/ resources	0.0%	8.7%	0.0%	3.0%	0.0%	6.1%	3.3%
Same middle/ high school feeder path	9.5%	4.3%	0.0%	1.0%	0.0%	8.2%	2.7%
Concerned about bussing/ do not want my child to be bussed	4.8%	0.0%	5.3%	1.5%	0.0%	2.0%	2.1%
Good communication	0.0%	4.3%	2.6%	0.5%	0.0%	4.1%	1.5%
Quality of food/ food options	0.0%	0.0%	0.0%	2.0%	0.0%	0.0%	1.2%
Parent/ guardian input	0.0%	0.0%	2.6%	0.5%	0.0%	0.0%	0.6%
Siblings attend same school	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.3%

*335 responded to this question: 21-Chinese Immersion, 23-Creative Science School, 38-Japanese Immersion, 198-Neighborhood Program, 6-Russian Immersion and 49-Spanish Immersion
Question allowed for more than one response
Percentages based on number of respondents



(Summary and Overall Insights continued)

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Quality of the school and their teachers	35.9%	50.0%	53.8%	50.0%	39.3%	33.3%	0.0%	54.1%	49.6%
Focus programs/ clubs/ opportunities	25.6%	22.5%	17.6%	29.2%	17.9%	33.3%	0.0%	22.9%	21.8%
Racial and economic diversity of classmates	7.7%	20.0%	6.6%	12.5%	14.3%	0.0%	0.0%	16.5%	12.5%
Safety/ security	15.4%	7.5%	14.3%	4.2%	21.4%	0.0%	100%	8.3%	11.6%
Quality of their education/ curriculum	15.4%	10.0%	11.0%	0.0%	14.3%	0.0%	0.0%	10.1%	10.4%
Proximity to our home/ walkability	10.3%	7.5%	8.8%	8.3%	10.7%	0.0%	0.0%	10.1%	9.3%
Don't know/ Refused	10.3%	10.0%	7.7%	0.0%	3.6%	66.7%	0.0%	5.5%	7.2%
Same school as they have attended. I do not want them to change	10.3%	7.5%	8.8%	4.2%	3.6%	0.0%	0.0%	5.5%	6.9%
Go to the same school as their nearby neighborhood friends	12.8%	5.0%	3.3%	8.3%	0.0%	0.0%	0.0%	7.3%	6.0%
Size of their class	2.6%	0.0%	3.3%	12.5%	7.1%	0.0%	0.0%	10.1%	6.0%
Student well-being	0.0%	7.5%	3.3%	4.2%	7.1%	0.0%	0.0%	3.7%	3.9%

Table Continued



(Summary and Overall Insights continued)

TABLE CONTINUED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Accessibility to special education services/ resources	0.0%	0.0%	5.5%	0.0%	7.1%	33.3%	0.0%	2.8%	3.3%
Same middle/ high school feeder path	2.6%	0.0%	2.2%	4.2%	0.0%	0.0%	0.0%	4.6%	2.7%
Concerned about bussing/ do not want my child to be bussed	2.6%	0.0%	3.3%	4.2%	3.6%	0.0%	0.0%	0.9%	2.1%
Good communication	2.6%	0.0%	2.2%	0.0%	3.6%	0.0%	0.0%	0.9%	1.5%
Quality of food/ food options	5.1%	0.0%	1.1%	0.0%	3.6%	0.0%	0.0%	0.0%	1.2%
Parent/ guardian input	2.6%	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%
Siblings attend same school	0.0%	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%

*335 responded to this question: 39-Asian, 40-Black, 91-Latino, 24-Multiple/Asian/White, 38-Multiracial, 3-Native, 1-Pacific Islander, and 109-White

Question allowed for more than one response

Percentages based on number of respondents



(Summary and Overall Insights continued)

- Nearly two thirds (65.4%) of the responding parents and guardians stated that they have additional concerns in the event that their child would need to attend another school.
 - Overall combining all responses from all groups, the top concerns are:
 - "I do not want my child to change schools" 26.0%
 - Proximity to our home/walkability 21.0%
 - Attend same school as neighborhood friends 19.8%
 - Focus programs/clubs/opportunities 18.3%
 - Focus programs are especially important to Chinese (53.8%) and Japanese (46.7%) immersion program families
 - Spanish immersion families are extremely concerned (37.5%) regarding walkability and program proximity to home
- Three out of four parents/guardians (76.7%) in this study have no plans to move to another home within the upcoming three or four years.

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	76.2%	87.0%	84.2%	74.7%	83.3%	73.5%	76.7%
No	14.3%	8.7%	10.5%	18.2%	16.7%	16.3%	16.1%
Don't know/ Refused	9.5%	4.3%	5.3%	7.1%	0.0%	10.2%	7.2%
TOTAL	100%	100%	100%	100%	100%	100%	100%

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	79.5%	60.0%	74.7%	87.5%	64.3%	66.7%	100%	84.4%	76.7%
No	10.3%	30.0%	15.4%	12.5%	25.0%	0.0%	0.0%	12.8%	16.1%
Don't know/ Refused	10.3%	10.0%	9.9%	0.0%	10.7%	33.3%	0.0%	2.8%	7.2%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%



(Summary and Overall Insights continued)

- Of those who do not plan to remain in their current home, two thirds (66.7%) still plan to remain and reside within the Portland Public School District.
- Of those, 47.2% are unsure as to where within the district they plan to reside.

RESPONSE	TIMES MENTIONED	PERCENTAGES
Don't know/ Not sure	17	47.2%
Southeast Portland	8	22.2%
Franklin School boundary	5	13.9%
Northeast Portland	3	8.3%
Brentwood-Darlington area	1	2.8%
Buckman area	1	2.8%
Closer to Downtown Portland	1	2.8%
Closer to the college	1	2.8%
Concordia area	1	2.8%
Kellogg School boundary	1	2.8%
One of the suburbs	1	2.8%
Rose City Park area	1	2.8%
North Tabor area	1	2.8%
Sunnyside area	1	2.8%

**36 responded to this question: 1-Chinese Immersion, 1-Creative Science School, 4-Japanese Immersion, 23-Neighborhood Program, 1-Russian Immersion, and 6-Spanish Immersion. 3-Asian, 8-Black, 9-Latino, 3-Multiple/Asian/White, 4-Multiracial, 0-Native, 0-Pacific Islander, and 9-White
Question allowed for more than one response*



(Summary and Overall Insights continued)

- Parents were asked what the most important thing for the Portland Public School District to consider when embarking upon and implementing this process. While a number of responses were offered, the most important were:
 - Equal opportunities at all schools for all students 17.0%
 - The quality of their curriculum and education 14.3%
 - Racial and economic diversity 11.9%
 - Focused programs, clubs and opportunities 10.7%

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Equal opportunities at all the schools/ for all students	14.3%	17.4%	26.3%	16.2%	16.7%	14.3%	17.0%
Quality of their education/ curriculum	28.6%	13.0%	13.2%	13.6%	66.7%	6.1%	14.3%
Racial and economic diversity of classmates	9.5%	4.3%	21.1%	10.6%	0.0%	16.3%	11.9%
Don't know/ Refused	9.5%	0.0%	10.5%	12.1%	16.7%	16.3%	11.6%
Focus programs/ clubs/ opportunities	42.9%	43.5%	10.5%	4.0%	0.0%	10.2%	10.7%
Quality of the school and their teachers	9.5%	8.7%	2.6%	12.1%	0.0%	8.2%	9.9%
Safety/ security	4.8%	0.0%	7.9%	13.1%	0.0%	4.1%	9.6%
Size of their class	9.5%	13.0%	5.3%	10.6%	0.0%	2.0%	8.7%
Limit student disruption	9.5%	17.4%	5.3%	6.6%	0.0%	8.2%	7.5%
Student well-being	0.0%	4.3%	5.3%	6.6%	33.3%	8.2%	6.6%
Proximity to our home/ walkability	4.8%	8.7%	2.6%	6.6%	0.0%	8.2%	6.3%

Table Continued



(Summary and Overall Insights continued)

TABLE CONTINUED

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Concerned about bussing/ do not want my child to be bussed	4.8%	4.3%	5.3%	3.0%	0.0%	12.2%	4.8%
Parent/ guardian input	0.0%	17.4%	0.0%	5.1%	0.0%	4.1%	4.8%
Same school as they have attended. I do not want them to change	9.5%	21.7%	2.6%	2.0%	0.0%	8.2%	4.8%
Accessibility to special education services/ resources	0.0%	0.0%	0.0%	6.6%	0.0%	4.1%	4.5%
COVID-19 concerns	4.8%	4.3%	2.6%	5.1%	0.0%	2.0%	4.2%
Good communication	0.0%	4.3%	0.0%	5.1%	0.0%	6.1%	4.2%
Boundary flexibility/ exceptions	4.8%	13.0%	0.0%	2.5%	0.0%	4.1%	3.3%
Go to the same school as their nearby neighborhood friends	4.8%	4.3%	5.3%	2.0%	0.0%	6.1%	3.3%
Logical/ clear boundaries	4.8%	8.7%	0.0%	2.0%	0.0%	4.1%	2.7%
Future growth	0.0%	4.3%	7.9%	1.5%	0.0%	0.0%	2.1%
Limit overcrowding/ overflow	4.8%	0.0%	5.3%	2.0%	0.0%	0.0%	2.1%
Financial/ budget responsibility	0.0%	0.0%	5.3%	1.0%	0.0%	0.0%	1.2%
Same middle/ high school feeder path	0.0%	0.0%	2.6%	1.0%	0.0%	2.0%	1.2%

Table Continued



(Summary and Overall Insights continued)

TABLE CONTINUED

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Keep up the good work	0.0%	4.3%	0.0%	0.5%	0.0%	2.0%	0.9%
Quality of food/ food options	0.0%	0.0%	0.0%	1.5%	0.0%	0.0%	0.9%
Everything is important	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.3%
Siblings attend same school	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.3%

*335 responded to this question: 21-Chinese Immersion, 23-Creative Science School, 38-Japanese Immersion, 198-Neighborhood Program, 6-Russian Immersion and 49-Spanish Immersion
Question allowed for more than one response
Percentages based on number of respondents



(Summary and Overall Insights continued)

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Equal opportunities at all the schools/ for all students	7.7%	12.5%	11.0%	20.8%	28.6%	0.0%	0.0%	23.9%	17.0%
Quality of their education/ curriculum	15.4%	12.5%	11.0%	4.2%	17.9%	0.0%	0.0%	19.3%	14.3%
Racial and economic diversity of classmates	7.7%	12.5%	11.0%	12.5%	17.9%	0.0%	0.0%	12.8%	11.9%
Don't know/ Refused	10.3%	12.5%	14.3%	8.3%	25.0%	0.0%	0.0%	7.3%	11.6%
Focus programs/ clubs/ opportunities	23.1%	2.5%	5.5%	12.5%	10.7%	0.0%	0.0%	13.8%	10.7%
Quality of the school and their teachers	5.1%	12.5%	15.4%	12.5%	0.0%	0.0%	0.0%	8.3%	9.9%
Safety/ security	10.3%	22.5%	11.0%	12.5%	0.0%	0.0%	0.0%	5.5%	9.6%
Size of their class	7.7%	7.5%	6.6%	4.2%	7.1%	0.0%	100%	11.9%	8.7%
Limit student disruption	7.7%	2.5%	7.7%	8.3%	3.6%	33.3%	0.0%	9.2%	7.5%
Student well-being	2.6%	7.5%	11.0%	4.2%	3.6%	0.0%	0.0%	5.5%	6.6%
Proximity to our home/ walkability	10.3%	15.0%	3.3%	12.5%	0.0%	0.0%	0.0%	4.6%	6.3%
Concerned about bussing/ do not want my child to be bussed	2.6%	10.0%	7.7%	8.3%	3.6%	0.0%	0.0%	0.9%	4.8%

Table Continued



(Summary and Overall Insights continued)

TABLE CONTINUED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Parent/ guardian input	2.6%	2.5%	3.3%	0.0%	3.6%	0.0%	0.0%	9.2%	4.8%
Same school as they have attended. I do not want them to change	5.1%	0.0%	6.6%	8.3%	0.0%	0.0%	0.0%	5.5%	4.8%
Accessibility to special education services/ resources	0.0%	5.0%	5.5%	4.2%	7.1%	66.7%	0.0%	2.8%	4.5%
COVID-19 concerns	5.1%	10.0%	3.3%	8.3%	3.6%	0.0%	0.0%	1.8%	4.2%
Good communication	5.1%	5.0%	5.5%	0.0%	0.0%	0.0%	0.0%	4.6%	4.2%
Boundary flexibility/ exceptions	2.6%	0.0%	4.4%	0.0%	7.1%	0.0%	0.0%	3.7%	3.3%
Go to the same school as their nearby neighborhood friends	10.3%	2.5%	1.1%	4.2%	0.0%	33.3%	0.0%	2.8%	3.3%
Logical/ clear boundaries	5.1%	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%	4.6%	2.7%
Future growth	5.1%	0.0%	2.2%	0.0%	3.6%	0.0%	0.0%	1.8%	2.1%
Limit overcrowding/ overflow	10.3%	2.5%	1.1%	0.0%	0.0%	0.0%	0.0%	0.9%	2.1%
Financial/ budget responsibility	0.0%	0.0%	1.1%	4.2%	0.0%	0.0%	0.0%	1.8%	1.2%
Same middle/ high school feeder path	0.0%	0.0%	2.2%	4.2%	0.0%	0.0%	0.0%	0.9%	1.2%
Keep up the good work	0.0%	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%	0.9%	0.9%

Table Continued



(Summary and Overall Insights continued)

TABLE CONTINUED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Quality of food/ food options	0.0%	2.5%	0.0%	4.2%	3.6%	0.0%	0.0%	0.0%	0.9%
Everything is important	0.0%	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%
Siblings attend same school	0.0%	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%

*335 responded to this question: 39-Asian, 40-Black, 91-Latino, 24-Multiple/Asian/White, 38-Multiracial, 3-Native, 1-Pacific Islander, and 109-White

Question allowed for more than one response

Percentages based on number of respondents



CRITICAL DATA STRATEGIES, LLC / FLO ANALYTICS

Portland Public Schools

Appendix

October 2020

PORTLAND PUBLIC SCHOOLS PARENT / GUARDIAN SURVEY

Respondent _____

Parent/Guardian _____

NOTE: SPEAK ONLY WITH ONE OF THE PARENTS OR GUARDIANS

Hello, my name is _____, and I'm with Critical Data. I'M NOT SELLING ANYTHING! We're calling on behalf of Portland Public School District to gather feedback from a small group of parents who live in Portland Public School District. As you probably know, the district is in the process of balancing enrollment and programs within the district. That is the purpose of my visit with you – to gain your input and feedback on this process. My questions will take only a couple of minutes and since we are only talking to a small group of parents, your comments are critically important to us.

1) I understand that you have current or soon to be middle school-aged children in the Portland Public School District, right?

A) Yes

B) No

You have no 5th grade or middle school students currently attending a school within the Portland Public School District?

1) Correct. I/we have no students attending a Portland Public school.
(THANK AND DISCONNECT)

2) No, we have a child attending a Portland Public school.
(CONTINUE WITH SURVEY)

2) Have you been aware of challenges or opportunities that the Portland Public School District is facing regarding enrollment and program balancing?

A) Yes

B) No

3) Are you aware that the District is currently forming a Guiding Coalition committee to study and ultimately provide a recommendation on enrollment and program balancing, including an attendance area for a new middle school in southeast Portland by the end 2020?

A) Yes

B) No

(Parent/Guardian Survey continued)

4) **Are you aware of the PPS Vision that describes the District's long-term aspiration for what we want our students to realize for themselves?**

A) Yes

B) No

5) **I am going to name some values that could be important to you as a parent regarding your student's school. Please rate each with an "A" for extremely important, a "B" for a bit less important, a "C" which represents about average importance, a "D" for not very important, or an "F" which would represent no importance whatsoever.**

A) The importance of a small class size for your student _____

B) Proximity or nearness of the school to your home _____

C) Your child attending the same school as his/her nearby neighbor friends _____

D) The importance of your other children to attend the same school as their siblings have attended or will attend _____

E) The importance to remain on the same middle school and/or high school feeder path as they currently are on _____

F) The importance of eliminating most portable classrooms to the extent possible _____

G) The ability of your child to not cross any busy roads, streets, or railroad tracks on their walk to and from school _____

6) **If you could be assured that your child is safe, what else is most important to you regarding where they attend school?**

(ASK AS OPEN-ENDED QUESTION. CIRCLE RESPONSE)

- A) Proximity to our home/walkability
- B) Same school as they have attended. I do not want them to change
- C) Concerned about bussing/do not want my child to be bussed
- D) Size of their class
- E) Racial and economic diversity of classmates
- F) Quality of the school and their teachers
- G) Go to the same school as their nearby neighborhood friends
- H) Focus programs/clubs/opportunities
- I) Other (Please specify:)

(Parent/Guardian Survey continued)

- 7) **In regard to enrollment and program balancing, which will include Kellogg Middle School opening and grade reconfigurations, along with possible boundary adjustments and optimizing program offerings and locations, are there any other concerns you would have should your student end up attending another school?**

A) Yes

a. **What are those concerns?**

B) No

- 8) **Looking ahead three or four years from today, do you think you will reside in your current home?**

A) Yes

1) **Will you most likely remain within the Portland Public School District?**

a. Yes

i. **Where within the district would you have a strong interest in living? (A development, neighborhood, area)**

b. No

B) No

- 8) **When you thoughtfully consider the whole picture and the opportunities Portland Public School District has for enrollment and program balancing, what is the most important thing or things for them to consider?**

I really appreciate your comments and input. As this process moves forward you can follow it or provide input through the Portland Public School District website at www.pps.net or on their Facebook page

Thank you so much!