Building on Success:
Schools for the Next Generation

Long **B**each **U**nified **S**chool **D**istrict
FACILITY MASTER PLAN

long beach unified school district

January 2008

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DeJONG

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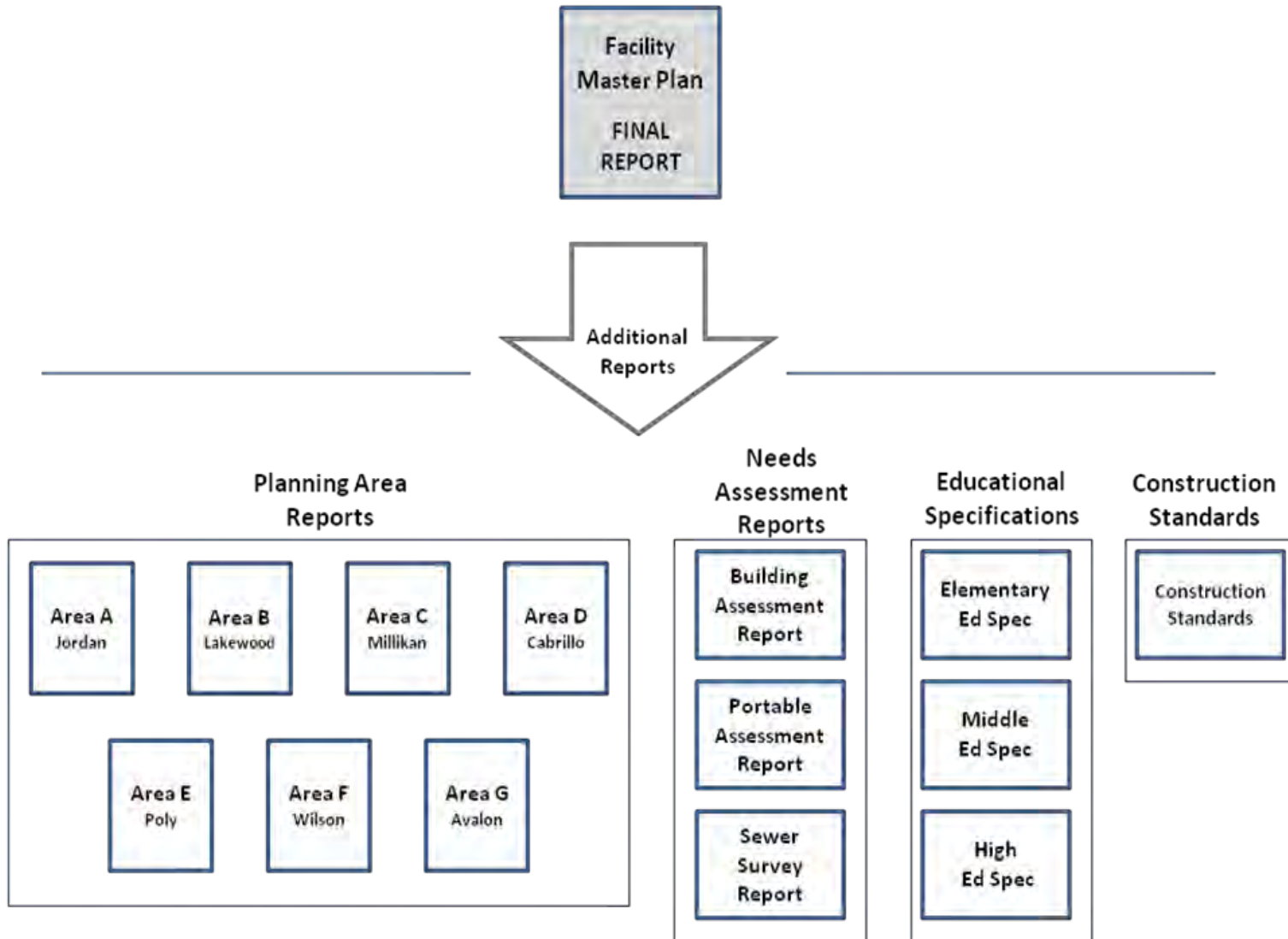Karen Hague
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Introduction

This introduction is intended to provide an overview of the contents of Long Beach Unified School District Facility Master Plan beginning with key principles that emerged throughout the planning process and challenges that lie ahead. Further, it is hoped that the reader will be educated about the organization and receive direction on how to use this Plan. It is further intended that this Plan clearly communicates and provides guidance on how LBUSD schools can be renovated and replaced over the next 20 years.

Plan, Findings, Guiding Principles, & Benchmarks

Throughout the LBUSD Facility Master Planning Process key principles emerged or were developed; these shaped the Facility Master Plan and guided development of its recommendations. The planning principles reflect the Facility Master Plan theme of *Building on Success: Schools for the Next Generation* and include the following:

1. **Creating learning environments to meet schools for the next generation**

   The Long Beach Unified School District has historically provided a quality educational experience for all its students. However, the school facilities that houses students have not kept up with educational changes and advances in technology. Many LBUSD schools predate computers, American Disability Act (ADA), energy conservation and current academic program offerings as well as delivery methodologies. As a result, many of LBUSD school facilities are in need of renovation or replacement.

   The LBUSD is constantly updating educational strategies and restructuring its educational focus to improve academic performance and meet the challenges of changing academic standards and student demography. The primary focus of future facility improvements should be on creating dynamic environments for teaching and learning.

   District-wide educational specifications by grade level have been developed to guide the design of new buildings and/or the redesign of current buildings. Extensive renovations will be needed to convert many of the current buildings into 21st Century learning environments. The cost effectiveness and efficiency of renovation of older structures and constructing new buildings will need to be determined. The final solution may be a combination of new and renovated schools.

2. **Renovation and replacing aging infrastructure**

   The 1930s and 50s were two defining eras for LBUSD school facilities. As a result of the 1934 earthquake, most of the LBUSD schools were rebuilt. During the 50s, the baby boom led to the construction of many new schools. During these eras, approximately 65%

of LBUSD current square footage was constructed. This accounts for nearly two-thirds of the current square footage being 50 or more years old. As a result, the majority of the current square footage is in need of major renovation or replacement.

Between the 1950s and today there have been a series of facility initiatives to address continued growth in enrollment, and maintaining facilities such as electrical, plumbing, and mechanical improvements. However, the time has come for a major reconstruction program to fully renovate or replace 50+ year old school facilities.

The future history should indicate that the defining moments for school facilities in LBUSD were the 1930s, 1950s and 2010s.

3. Declining Enrollment & Elimination of Portables and Bungalows

Over 50 years ago the LBUSD established a policy of using portable and bungalow classrooms as a way to manage overcrowding of school facilities. The concept was not to overbuild permanent space but to use temporary space to address short-term capacity issues. Currently, there are over 1,500 portable and bungalow classrooms in the district. Some of these "temporary" buildings are over 20, 30 and 50 years of age. The LBUSD is currently experiencing declining enrollment. Many of these "temporary" spaces continue to be used to address a new phenomenon of class size reduction, full day kindergarten, and pre-

kindergarten programs. It is the desire in the next reconstruction program, to emphasize on eliminating portables and bungalows that are beyond their useful life.

4. Changing the size and types of high schools

The six traditional comprehensive high schools have a current enrollment of 3,000 to 4,500 students. Approximately half of the high school students are enrolled in schools out of their attendance zone. Five of the large high schools [Jordan, Lakewood, Millikan, Polytechnic and Wilson] have 19 – 42 portables/bungalows at each site with a total of over 140 between all five of the high schools. There are over approximately 5,000 students housed in portables and bungalows across all five of these schools. The current trend across the nation is to create smaller thematic high schools and dividing larger high schools into smaller learning communities. The district currently has several high schools which are implementing smaller learning communities as schools within schools.

In the 1950s, the LBUSD made a deliberate decision to create large high schools. The vision at the time was for a high school to be up to 3,000 students. Facilities were built accordingly. Today, most of the high schools have close to 4,000 students with 1,000 students housed in portables and bungalows. The

time has come for a new paradigm regarding high schools and high school facilities. The recommendations in this Plan call for the creation of a series of smaller thematic high schools and reducing the enrollment at the traditional comprehensive high schools.

5. Joint Use

Long Beach Unified School District has a history of collaborative arrangements. These arrangements allow the district to provide vital services and opportunities for the citizens of Long Beach and consequently provide a benefit for the agencies with which the district partners. These non-profit partnerships and cooperative arrangements with agencies should be further explored. However, clear parameters should be established for community use of school facilities.

6. School Safety and Security

There is a high interest in maintaining an inviting and de-institutionalized environment, while simultaneously providing a safe environment for students, staff and community residents who use the school facility and adjacent support services. The organization of a school facility will have a major impact on student behavior and safety concerns. School facility security can be addressed in an active or a passive manner: active security is based on security systems; passive security is based on program design, building configuration, and community participation. Schools should be based on passive concepts with applied active concepts where necessary.

Challenges Ahead

The Long Beach Unified School District Facility Master Plan is an aggressive effort to address the district's infrastructure and aging facility needs.   Implementing this Plan is critical to making a real change to the physical learning environments which support student achievement and our school communities.   It is important to note that serious challenges remain. These include:

Challenge #1: Balance Short-term and Long-term Needs
In addition to the funds needed to renovate the LBUSD inventory, additional investment in deferred maintenance and small capital projects will continue, though it will decrease significantly in the coming years. Because of the timeframe required to complete the renovation program, many schools will not be renovated until several years into the future.   Schools will require investment in health and safety improvements to extend the on-going life of building systems.

Challenge #2: Location of Sites for New Schools
There are very few sites available within Long Beach Unified School District for new construction. Those that are available are very costly, limited in size, and require significant cost for remediation to make them useful.   Therefore, creative solutions and on-going planning will be needed in the area of site selection.

Challenge #3: Finding Interim Housing for Students
There are various options to housing students during the construction process which include both on-site and off-site housing.   In order to accomplish this, an interim housing plan will need to be established.

Challenge #4: Funding the Facility Master Plan
The cost to address school facilities in the Long Beach Unified School District is too high to be done simultaneously. Projects will need to be phased over time.   It is suggested that this Plan be completed in a 20-25 year time frame. The cost of construction will continue to increase. Therefore, the longer the timeframe, the greater the cost will be to complete the projects.   Identifying the resources, getting approval for the funding and completing the projects in a timely manner will indeed be challenging.

Challenge #5: Capacity to Implement Projects
The Facility Master Plan will require an increased level of school construction within the LBUSD. The internal staffing and utilization of consultants' capacity to plan, design and manage projects will need to be addressed.

Challenge #6: Operational Staffing Impact
Development of the LBUSD Facility Master Plan is a positive step towards equalizing school building conditions district-wide. There is a staffing and operational component that must be evaluated and addressed as some facilities may be removed and/or added. Careful consideration and study will need to be devoted to evaluating and assessing the financial impact of school building improvements on staffing levels and operational costs.

Challenge #7: School Boundary and Consolidation Planning Committee

The LBUSD is experiencing declining enrollments attributed to a variety of reasons. As a result, difficult decisions will need to be made to ensure quality and appropriate learning environments are provided for students and teachers. Simultaneously, prudent financial decisions will have to be made. To facilitate transparent and inclusive decision making, a school boundary and consolidation planning committee will need to be formed. The committee's roles and responsibilities may include developing criteria and standards for which school boundaries and consolidations are made, reviewing and confirming analysis from which school consolidations are recommended, and assisting in the community involvement aspect of school consolidation decisions.

Process

The diagram and the steps outlined below and on the following pages provide an overview of the Facility Master Planning Process.

Step 1.

Area A → Area B → Area C → Area D → Area E → Area F → Area G

2.   3.   4.   5.   6.   7.   8.

9.   10.   11.

1. Data Collection / Background Information

2. Define Planning Areas

3. Form Planning Area Committees

4. Data Analysis

5. Community Dialogue #1–Educational Framework

6. Formulate Options

7. Community Dialogue #2 – Facility Options

8. Planning Area Recommendations

9. Develop Facility Master Plan

10. Board Presentation

11. Board Approval

Step 1: Data Collection / Background Information

The beginning of the Facility Master Planning Process involved compiling and organizing academic, demographic, community, and facility information in an understandable form. For the Long Beach Unified School District, the aforementioned information was collected and a background report was developed and served as a resource and reference guide for all planning area committee members and the community on facilities and other applicable areas of the district.

Step 2: Planning Areas

For purposes of the Facility Master Planning Process, the Long Beach Unified School District was divided into seven areas. The areas are aligned with the six comprehensive high school attendance boundaries and Catalina Island.

Step 3: Area Committee Formation

The LBUSD Facility Master Planning Process involved the entire community in decision-making. To ensure broad-based participation at all levels of the decision-making process, a committee was formed for each of the seven planning areas. Planning Area Committees consisted of parents, teachers, administrators, community representatives and other educational stakeholders.

Step 4: Data Analysis

Data was collected, analyzed and evaluated to determine trends and patterns relative to academic and facility topics directly impacting or relating to the Long Beach Unified School District. Results were verified with planning area committees to ensure accurate interpretation of the data. The data was shared with the public at community dialogues and was available on the Facility Master Plan website – www.LBUSDfacilities.com.
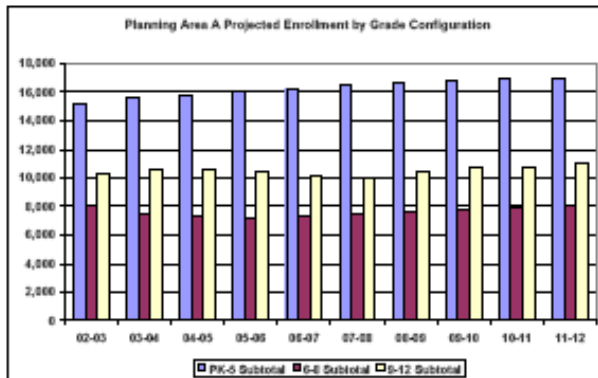
Step 5: Community Dialogue #1
Educational Framework

The first round of community dialogues was a forum for broad-based participation in the Facility Master Planning Process. The community dialogue was designed to gain insight and understanding of public preferences relative to academic and facility topics. Questions asked at the first community dialogue focused on school size, grade arrangement and renovation versus new construction of schools. Participants responded to questions individually and in small groups. To allow for comparison of individual and group responses, the same questionnaire was used for both. The responses were tallied and an analysis was conducted of individual and group results. Once all questionnaires were reviewed, an educational framework was developed and confirmed by planning area committees and district officials.

Step 6: Formulate Options

Facility options are scenarios of short- and long-term possibilities that can be achieved for a school. They were based on community dialogue #1 results, facility conditions, analyzed data, and other criteria used for establishing and understanding the district's long-term vision.   When formulating options, consideration was given to how a facility option developed for one LBUSD school may impact another school.

Step 7: Community Dialogue #2
Facility Options

The second round of community dialogues was designed to gather broad-based input on a series of facility options for schools. Facility options involved renovating or new construction of schools. Facility options involved building additions or identifying an alternative educational use of a school building or site. The format for the second round of community dialogues was the same as the first. Participants responded to a series of questions individually and in small groups.   Responses were tallied and analyzed. Decisions were made based on the preferences of participants, and recommendations formulated.
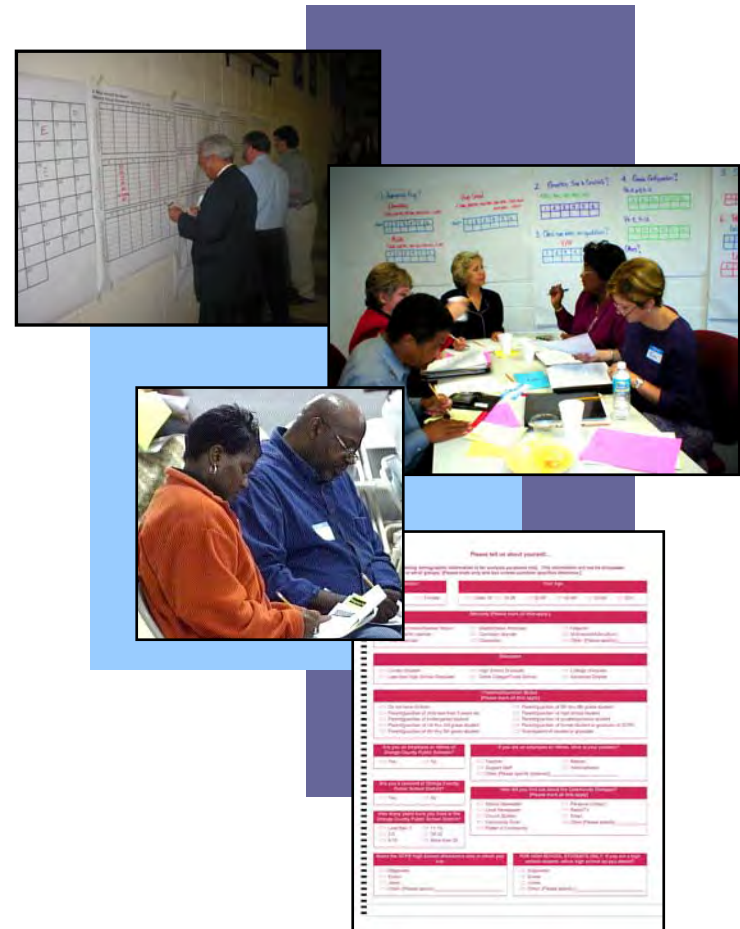
Step 8: Area Recommendations

Recommendations were developed for all seven planning areas. A number of factors were considered, including, the results of the second round of community dialogues, enrollments, facility conditions, educational framework, and costs.

Step 9: Develop Facility Master Plan

Once facility recommendations were developed and agreed upon by each planning area committee, they were consolidated into a single Facility Master Plan. The Plan states what action will be taken at each school, prioritize the scope of work and list costs associated with each school. Prioritization is based on the level of work required to bring LBUSD schools up to a level that meets their needs for the 21st century and beyond.

Step 10: Board Presentation

The final Facility Master Plan will be presented to the Board of Education. The presentation will describe the process undertaken to develop the Facility Master Plan, identify the number of participants and the segment of the community that participants represent, list short- and long-term facility recommendations, provide an estimated timeline of implementation for facility work and estimated costs. The Board will then decide whether or not to adopt the Facility Master Plan as a baseline document which would guide future capital facilities work in the district.

Step 11: Board Approval

The Board of Education will take action on the LBUSD Facility Master Plan.

Recommendations

The Long Beach Unified School District Facility Master Plan Community Advisory Committee is pleased to submit the following recommendations.

1. The Community Advisory Committee recommends that the LBUSD Board of Education adopt this Facility Master Plan as a guide to renovate and replace school and other administrative facilities in the district.

The Long Beach Unified School District has a long and rich history of providing a quality educational experience for all its students. This achievement was recognized through the BROAD Foundation presenting an excellent urban school district award to LBUSD. Advances in technology and educational strategies and approaches require changes in school facilities. Therefore, it is imperative that school facilities are upgraded through renovation and new construction to meet the needs of the 21st Century student. In addition, administrative facilities need to be able to function efficiently in order to support the needs and operations of student achievement.

2. The Community Advisory Committee recommends student needs and academic achievement be a high priority of focus for facility improvements.

The Community Advisory Committee recommends the following overarching themes to serve as the framework from which priorities are developed, decisions are made and projects are implemented.

- Reduce student enrollment at LBUSD comprehensive high schools
- Create learning environments which support best practices in teaching and learning
- Improve facility conditions
- Replace portables and bungalows with permanent construction
- Provide facility equity throughout the district
- Based targeted building size and additions on 2015 projected enrollments

3. The Community Advisory Committee recommends that the following projects and prioritization be included in the LBUSD Facility Master Plan.

Planning Area A - Jordan

School	Scope of Work	Group
Hamilton MS	Major Renovation	1
Addams ES	Major Renovation / Addition	1
Harte ES	Moderate Renovation / Addition	1
Lindsey MS (Sutter MS)	Major Renovation / Addition	1
Hi Hill Outdoor Ed Center	Major Renovation	1
NEW ELEMENTARY 1 - Jordan	New Elementary School	2
King ES	Moderate Renovation / Addition	2
McKinley ES	Major Renovation / Addition	2
Grant ES	Moderate Renovation / Addition	2
Barton ES	Major Renovation / Addition	2
Lindbergh MS	Minor Renovation	3
Powell K-8	General Maintenance / Addition	3
Dooley (New Elementary)	General Maintenance	4

Planning Area C - Millikan

School	Scope of Work	Group
Keller ES	Major Renovation	1
Marshall MS	Major Renovation	1
Carver ES	Moderate Renovation	1
Prisk ES	Minor Renovation / Addition	2
Newcomb K-8	Major Renovation / Addition	2
Burcham K-8	Moderate Renovation	2
Cubberley K-8	Moderate Renovation / Addition	3
Stanford MS	Moderate Renovation	3
Emerson ES	Component Imprvmts / Possible Addtn	3

Planning Area B - Lakewood

School	Scope of Work	Group
Twain ES	Major Renovation / Addition	1
Holmes ES	Major Renovation / Addition	1
Riley ES	Major Renovation / Addition	1
Bancroft MS	Major Renovation	1
MacArthur ES	Major Renovation	2
Gompers K-8	Major Renovation / Addition	2
Monroe K-8	Major Renovation / Addition	2
Hoover MS	Moderate Renovation / Addition	3
Madison ES	Moderate Renovation / Addition	3
Henry ES	Moderate Renovation	3
Cleveland ES	Moderate Renovation	3

Planning Area D - Cabrillo

School	Scope of Work	Group
Garfield ES	Major Renovation / Addition	1
Stephens MS	Major Renovation / Addition	1
Hudson K-8	Major Renovation / Addition	1
Webster ES	Major Renovation / Addition	2
Muir K-8	Major Renovation / Addition	2
Lafayette ES	Moderate Renovation / Addition	3
Edison ES	Moderate Renovation	3
Washington MS	Moderate Renovation	3
Chavez ES	General Maintenance	4

Planning Area E - Polytechnic

School	Scope of Work	Group
GTE Site [New Middle #1 Poly]	New Middle School	1
NEW ELEMENTARY 1 - Poly [PAAL]	New Elementary School	1
Roosevelt ES	Conversion to K-3*	1
Stevenson ES	Moderate Renovation / Addition	1
Burnett ES	Conversion to 4-5**	1
Signal Hill ES	Conversion to K-8***	2
Longfellow ES	Major Renovation / Addition	2
Burroughs ES	Major Renovation	2
Birney ES	Moderate Renovation / Addition	2
Hughes MS	Moderate Renovation / Addition	2
NEW ELEMENTARY 2- Poly	New Elementary School	2
Whittier ES	Moderate Renovation / Addition	2
Los Cerritos ES	Moderate Renovation / Addition	2
Lincoln ES	Minor Renovation / Addition	2
NEW MIDDLE 2 - Poly	New Middle School	2
Franklin MS	Minor Renovation	3
Butler K-8****	Minor Renovation / Addition	3
Robinson K-8	General Maint / Addition	3
Alvarado ES	General Maint / Addition	3
International ES	General Maintenance	3

* Long Beach Unified School District Board of Education and Executive Committee has not
 approved the grade change for Roosevelt Elementary School. A review of the implication
 of such a change will be conducted prior to a final decision being made.

** Long Beach Unified School District Board of Education and Executive Committee has not
 approved the grade change for Burnett Elementary School. A review of the implication
 of such a change will be conducted prior to a final decision being made.

*** Long Beach Unified School District Board of Education and Executive Committee has not
 approved the grade change for Signal Hill Elementary School. A review of the implication
 of such a change will be conducted prior to a final decision being made.

**** Butler will be converted to a 6-8 Fall 2008. Enrollment will need to be re-evaluated.

High Schools

Planning Area F - Wilson

School	Scope of Work	Group
Hill MS	Major Renovation	1
Burbank ES	Major Renovation / Addition	1
Willard ES	Minor Renovation / Addition	1
Tucker ES	Major Renovation	1
Bixby ES	Moderate Renovation	2
Buffum ES	Moderate Renovation	2
Jefferson MS	Major Renovation	2
Gant ES	Major Renovation / Addition	2
Lowell ES	Moderate Renovation / Addition	2
Bryant ES	Major Renovation	2
Tincher K-8	Moderate Renovation / Addition	2
Lee ES	Moderate Renovation	3
Rogers MS	Minor Renovation / Addition	3
Fremont ES	Moderate Renovation / Addition	3
Kettering ES	Moderate Renovation	3
Naples ES	Moderate Renovation / Addition	3
Mann ES	Minor Renovation / Addition	3

School	Scope of Work	Group
Thematic 1 (DeMille)	Convert to Thematic HS	1
Thematic 2 (Browning Site)	New Thematic	1
PAAL (Relocate)	Relocate to Poly Main Campus	1
Jordan HS	Major Renovation	1
Millikan HS	Major Renovation	1
Cabrillo HS - Pool	New Pool	1
Thematic 3 (Jordan Acad)	Convert to Thematic HS	1
Reid	New Alternative School	1
New Alternative School	New Alterntative School	1
Renaissance	Moderate Renovation	2
Thematic 4 - (TBD)	Assess need for addtl Thematic every 5 years	2
Thematic 5 - (TBD)	Assess need for addtl Thematic every 5 years	2
Thematic 6 - (TBD)	Assess need for addtl Thematic every 5 years	2
Lakewood HS	Moderate Renovation	3
Polytechnic HS	Minor Renovation	3
Wilson HS	Moderate Renovation	3
Cabrillo HS	General Maintenance	4
CAMS	General Maintenance	4
EPHS	TBD	4

Planning Area G - Avalon

School	Scope of Work	Group
Avalon K-12	Mod Reno / Addition	1

4.   The Community Advisory Committee recommends the phasing of projects.

The Community Advisory Committee recognizes that the implementation of a building program of this magnitude will need to be completed in phases. Phases will provide an opportunity to manage large scale projects with efficiency and attention to detail. The primary method for determining the phase of projects is based on criteria as determined by the community, the executive internal steering committee and approved by the Board of Education. In addition, the phased order of projects will be based on criteria such as health and safety, accessibility requirements, code compliance, ability to house students efficiently, the impact of projects on one another, available funding and the ability of LBUSD to provide interim housing.

5.   The Community Advisory Committee recommends reducing or eliminating portables and bungalows as enrollment continues to decline.

Over 50 years ago, the LBUSD established a policy of using portable and bungalow classrooms as a way to address overcrowding of school facilities. The concept was not to overbuild permanent space and to use temporary space to address short-term capacity issues. Currently, there are over 1,500 portable and bungalow classrooms in the district. Some of the "temporary" structures have exceeded their lifespan. As a result of declining student enrollment and the potential of rebuilding the district's facility inventory, the time has come to begin eliminating portables and bungalows.

6.   The Community Advisory Committee recommends that the number of students enrolled at LBUSD comprehensive high schools be reduced and smaller thematic high schools established.

The six traditional comprehensive high schools have a current enrollment of 3,000 to 4,500 students. Approximately half of all high school students are enrolled in schools out of their attendance zone.   There are approximately over 5,000 students housed in portables or bungalows across Jordan, Lakewood, Millikan, Polytechnic and Wilson High Schools. By 2015, high school enrollment is projected to decline.   However, this population is still considered overly impacted for high school facilities.   The current trend across the nation is to create smaller thematic high schools and dividing larger high schools into smaller learning communities. The district currently has several high schools which are implementing smaller learning communities as schools within schools.

The time has come to reverse the trends of 1950s in LBUSD and develop a new paradigm regarding high school and high school facilities. The recommendation in the LBUSD Facility Master Plan calls for the creation of a series of smaller thematic high schools and reducing the enrollment at the six traditional comprehensive high schools.

7.   The Community Advisory Committee recommends that the LBUSD continue to have an on-going maintenance and component replacement program.

LBUSD facilities will require replacement of systems such as roofs, windows, paving, electrical upgrades, as well as health and safety items.

Even buildings which are recommended for renovation or replacement may require interim improvements until such time that the building project is implemented.

8.   The Community Advisory Committee recommends the development of an interim housing plan during the renovation or construction of school projects.

Most of the projects recommended require moderate to major renovation or building replacement. To expedite the implementation of these projects interim housing [alternative locations to house the students while their school is under construction] will be needed.

Finding alternative locations can be a temporary inconvenience but will expedite the project, and address safety concerns during construction.

The implementation of the Facility Master Plan requires space needed to house students while renovation or construction occurs.

Interim housing alternatives might include:
- Use of existing school while new school is being constructed on same site
- Addition of temporary portables
- Use of temporary space [i.e. office buildings]
- Combinations of the above

The availability of swing space and/or interim housing due to enrollment and capacity fluctuations may alter the order of implementing projects.

9. The Community Advisory Committee recommends that sustainable design practices be followed for renovations and new construction.

Sustainable practices may involve the use of natural light, energy and water conservation, and efficient material standards. The committee recommends the LBUSD Board of Education consider adopting the CHPS [Collaborative High Performance Schools] and/or LEED [Leadership in Energy and Environmental Design] standards as recommended by the Construction Materials Standards Advisory Committee.

10. The Community Advisory Committee recommends that LBUSD incorporate green space and landscaping into the overall plan for school improvement.

Presently, the majority of school play areas are asphalt or hardscape areas which lack green spaces to support physical education and play activities. The extensive use of asphalt adds to the heat gain and the need for air-conditioning in certain buildings. Greater use of green areas and improved landscaping will improve the aesthetic appearance, functionality, and be more environmentally sensitive.

11. The Community Advisory Committee recommends that projects be accomplished in a timely manner.

The Community Advisory Committee recognizes that all projects cannot [nor should] be completed at the same time. The Committee also recognizes that projects will need to be phased in over time. However, the Committee recommends that the projects identified be accomplished within a 20-25 year period of time as best as possible. To accomplish this, additional financial resources will be required for school facility projects and staffing resources will be needed.

12. The Community Advisory Committee recommends the Facilities Branch develop the internal capacity and authorize the professional services needed to implement the LBUSD Facility Master Plan.

Based on the number of schools which are in need of moderate to major renovation and replacement as well as the size of secondary school projects, the level of staffing and the need for outside professional services will be expanded. This recommendation is needed to ensure appropriate planning, design, and oversight of project implementation. Additional maintenance and/or operations support staff may be needed as a result of increased square footage necessary to maintain buildings in a safe, clean and

functional manner as well as to ensure the investment of taxpayer dollars for capital facilities in future years.

13.   The   Community   Advisory   Committee recommends   the   district   continue   to   adjust attendance   boundaries   to   continue   to   balance enrollments   and   optimize   the   efficiencies   of operations.

The   Facility   Master   Plan   recommendations   include consolidating some schools and replacing other schools with new   schools.   Boundary   studies   should   be   conducted, through a community process that details future attendance boundaries.   It is suggested that this be done in a manner which minimizes disruptions of attendance boundaries as the Facilities   Branch   moves   from   phase   to   phase   in   the implementation of this Plan.

14.   The   Community   Advisory   Committee recommends   that   the   district-wide   elementary, middle, and high school educational specifications as   well   as   the   recently   developed   construction standards be formally approved.

District-wide   educational   specifications   and   construction standards   have   been   developed   to   guide   the   design   and construction of projects.   The educational specifications and construction   standards   were   developed   with   broad-based input   and   serves   as   criteria   for   new   construction   and renovation of schools.   These specifications and standards will improve the ability of LBUSD school facilities to meet the educational   needs   of   students,   improve   the   quality   of construction,   provide   greater   environmental   sensitivity   and address the issues of equity in school facilities.

The   Committee   recognizes   this   as   a   significant   issue.   If facility   needs   are   not   addressed   in   a   timely   manner,   the facilities   improvement   needs   and   costs   will   continue   to escalate.

15. The Community Advisory Committee recommends the LBUSD update this Plan every five years.

To keep current, it is suggested that this Plan be updated every five years or as the Facilities Branch moves from one phase to the next. This will allow the LBUSD Facility Master Plan to be adjusted based on unanticipated changes in demographics and building conditions.

16. The Community Advisory Committee recommends that the community is continually involved in the planning and implementation of these recommendations.

The involvement of the community was important in the development of this Plan. As future decisions are made and projects are designed and implemented, ongoing community involvement should be encouraged. Ongoing communication that builds trust and support for this Plan will be important. The Community Advisory Committee also stands ready to be of further assistance if needed.

Administrative & Support Facility Considerations

The Community Advisory Committee's focus was on school facilities. However LBUSD owns or leases a large number of administrative and support facilities as well as other special program facilities. The implementation of this Facility Master Plan should also include capital improvements to these facilities especially where there is increased efficiency and cost effectiveness of operations and program delivery.

Internal Executive Committee Recommendations

The Internal Executive Committee of the Long Beach Unified School District Facility Master Plan was comprised of board of education members, the superintendent, members of executive staff and other district officials. This committee was responsible for reviewing and verifying the decisions made by the community advisory and planning area committees over the duration of the planning process. The Committee was also responsible for ensuring that the recommendations and decisions made were not in conflict with current district policy, standards or rules.

Please note that the recommendations offered by the Internal Executive Committee are a slight variation of the ones submitted by the planning area committees and Community Advisory Committee. The Long Beach Unified School District Board of Education reserves the right to approve these recommendations in whole or part. The Board also reserves the right to adjust final recommendations as deemed appropriate and in the best interest of Long Beach Unified School District.

The Internal Executive Committee is pleased to submit the recommendations that follow.

Internal Executive Committee-
Project Listing Recommendations

The Internal Executive Committee proposed the following changes to the priority project listing after consideration of the planning area committee(s) and Community Advisory Committee recommendations. The changes made reflect the order in which some projects are completed.

Proj ID No	Site Code	Site Name	Scope of Work	Area	Group	Sub-Group
1	624	Thematic 1 (DeMille)	Convert to Thematic HS	C	1	A
2	**908**	GTE Site [New Middle #1 Poly]	New Middle School	E	1	A
3	909	Thematic 2 (Browning Site)	New Thematic	E	1	A
4	670	PAAL (Relocate)	Relocate to Poly Main Campus	E	1	A
5	671	Avalon K-12	Mod Reno / Addition	G	1	A
6	626	Hill MS	Major Renovation	F	1	A
7	652	Jordan HS	Major Renovation	A	1	A
8	658	Millikan HS	Major Renovation	C	1	A
9	657	Cabrillo HS - Pool	New Pool	D	1	A
10	659	Thematic 3 (Jordan Acad)	Convert to Thematic HS	A	1	B
11	903	NEW ELEMENTARY 1 - Poly [PAAL]	New Elementary School	E	1	B
12	612	Hamilton MS	Major Renovation	A	1	B
13	458	Twain ES	Major Renovation / Addition	B	1	B
14	429	Garfield ES	Major Renovation / Addition	D	1	B
15	417	Burbank ES	Major Renovation / Addition	F	1	B
16	452	Roosevelt ES	Replace Buildings	E	1	B
17	461	Willard ES	Minor Renovation / Addition	F	1	B
18	620	Stephens MS	Major Renovation / Addition	D	1	B
19	410	Addams ES	Major Renovation / Addition	A	1	B
20	454	Stevenson ES	Moderate Renovation / Addition	E	1	B

Proj ID No	Site Code	Site Name	Scope of Work	Area	Group	Sub-Group
21	464	Hudson K-8	Major Renovation / Addition	D	1	B
22	434	Holmes ES	Major Renovation / Addition	B	1	B
23	419	Burnett ES	Major Renovation / Addition	E	1	B
24	432	Harte ES	Moderate Renovation / Addition	A	1	B
25	451	Riley ES	Major Renovation / Addition	B	1	B
26	915	Reid	New Alternative School	C	1	B
27	435	Keller ES	Major Renovation	C	1	B
28	457	Thematic 4 (TBD)	New Thematic	F	1	B
29	455	Lindsey MS (Sutter MS)	Major Renovation / Addition	A	1	B
30	TBD	New Alternative School	New Alternative School	TBD	1	B
31	615	Bancroft MS	Major Renovation	B	1	C
32	617	Marshall MS	Major Renovation	C	1	C
33	421	Carver ES	Moderate Renovation	C	1	C
34	457	Tucker ES	Major Renovation	F	1	
35	918	Hi Hill Outdoor Ed Center	Major Renovation	A	1	
36	902	NEW ELEMENTARY 1 - Jordan	New Elementary School	A	2	
37	414	Bixby ES	Moderate Renovation	F	2	
38	416	Buffum ES	Moderate Renovation	F	2	
39	681	Renaissance	Moderate Renovation	E	2	
40	459	Webster ES	Major Renovation / Addition	D	2	
41	448	Muir K-8	Major Renovation / Addition	D	2	
42	436	King ES	Moderate Renovation / Addition	A	2	
43	450	Prisk ES	Minor Renovation / Addition	C	2	
44	443	MacArthur ES	Major Renovation	B	2	
45	465	Newcomb K-8	Major Renovation / Addition	C	2	
46	446	McKinley ES	Major Renovation / Addition	A	2	
47	430	Gompers ES	Major Renovation / Addition	B	2	
48	453	Signal Hill ES	Major Renovation / Addition	E	2	
49	614	Jefferson MS	Major Renovation	F	2	
50	440	Longfellow ES	Major Renovation / Addition	E	2	

Proj ID No	Site Code	Site Name	Scope of Work	Area	Group	Sub-Group
51	431	**Grant ES**	Moderate Renovation / Addition	A	2	
52	418	**Burcham K-8**	Moderate Renovation / Addition	C	2	
53	447	**Monroe K-8**	Major Renovation / Addition	B	2	
54	420	**Burroughs ES**	Major Renovation	E	2	
55	412	**Barton ES**	Major Renovation / Addition	A	2	
56	428	**Gant ES**	Major Renovation / Addition	F	2	
57	413	**Birney ES**	Moderate Renovation / Addition	E	2	
58	442	**Lowell ES**	Moderate Renovation / Addition	F	2	
59	613	**Hughes MS**	Moderate Renovation / Addition	E	2	
60	415	**Bryant ES**	Major Renovation	F	2	
61	463	**Tincher K-8**	Moderate Renovation / Addition	F	2	
62	**904**	**NEW ELEMENTARY 2- Poly**	New Elementary School	E	2	
63	460	**Whittier ES**	Moderate Renovation / Addition	E	2	
64	441	**Los Cerritos ES**	Moderate Renovation / Addition	E	2	
65	439	**Lincoln ES**	Minor Renovation	E	2	
66	906	**NEW MIDDLE 2 - Poly**	New Middle School	E	2	
67	TBD	**Thematic 5 (TBD)**	Assess need for addtl Thematic every 5 years	TBD	2	
68	TBD	**Thematic 6 (TBD)**	Assess need for addtl Thematic every 5 years	TBD	2	
69	437	**Lafayette ES**	Moderate Renovation / Addition	D	3	
70	423	**Cubberley K-8**	Moderate Renovation / Addition	C	3	
71	424	**Edison ES**	Moderate Renovation	D	3	
72	625	**Hoover MS**	Moderate Renovation / Addition	B	3	
73	622	**Washington MS**	Moderate Renovation	D	3	
74	444	**Madison ES**	Moderate Renovation / Addition	B	3	
75	653	**Lakewood HS**	Moderate Renovation	B	3	
76	619	**Stanford MS**	Moderate Renovation	C	3	
77	654	**Polytechnic HS**	Minor Renovation	E	3	
78	433	**Henry ES**	Moderate Renovation	B	3	
79	425	**Emerson ES**	Component Imprvmts / Possible Addtn	C	3	

Proj ID No	Site Code	Site Name	Scope of Work	Area	Group	Sub-Group
80	616	**Lindbergh MS**	Minor Renovation	A	3	
81	656	**Wilson HS**	Moderate Renovation	F	3	
82	422	**Cleveland ES**	Moderate Renovation	B	3	
83	492	**Powell K-8**	General Maintenance / Addition	A	3	
84	438	**Lee ES**	Moderate Renovation	F	3	
85	618	**Rogers MS**	Minor Renovation / Addition	F	3	
86	427	**Fremont ES**	Moderate Renovation / Addition	F	3	
87	466	**Kettering ES**	Moderate Renovation	F	3	
88	449	**Naples ES**	Moderate Renovation / Addition	F	3	
89	611	**Franklin MS**	Minor Renovation	E	3	
90	467	**Butler 6-8**	Minor Renovation / Addition	E	3	
91	445	**Mann ES**	Minor Renovation / Addition	F	3	
92	406	**Robinson K-8**	General Maint / Addition	E	3	
93	404	**Alvarado ES**	General Maint / Addition	E	3	
94	407	**International ES**	General Maintenance	E	3	
95	657	**Cabrillo HS**	General Maintenance	D	4	
96	403	**Chavez ES**	General Maintenance	D	4	
97	641	**CAMS**	General Maintenance	A	4	
98	901	**Dooley ES**	General Maintenance	A	4	
99	667	**EPHS**	TBD	E	4	

Internal Executive Committee Project Listing
Work Session: November 19, 2007

RECOMMENDATIONS:

1. DeMille
   a. Convert to 7-12 grade school
   b. 4 Themes
   c. House 1,200 total students (approx 200 per grade level)

2. Lindsey (Sutter) #58. Move from Group 2 to Group 1.

3. K-8 schools should include:
   a. Gyms
   b. Science Rooms

4. Browning Site. Potential Thematic High School

5. Move Jordan Academy to first group of projects.

6. Athletic fields must be addressed at Jordan High School as the school is improved.

7. Collaboration Opportunities.   Continue exploring opportunities.

8. Alternative High School and Alternate Education Center. Continue Discussions.

9. Jordan and Cabrillo – Assess need for "pregnant minors" program opportunities at these school sites and all other high school sites.

10. Butler converts from K-8 to 6-8.

11. Twain Elementary School. Explore possible joint use opportunities with City College and/or City.

Proposed Projects

Area A - Jordan

School	Scope of Work	Group	2015 Sugg Enr
Hamilton MS	Major Renovation	1	904
Addams ES	Major Renovation / Addition	1	838
Harte ES	Moderate Renovation / Addition	1	761
Lindsey MS (Sutter MS)	Major Renovation / Addition	1	514
Hi Hill Outdoor Ed Center	Major Renovation	1	NA
NEW ELEMENTARY 1 - Jordan	New Elementary School	2	800
King ES	Moderate Renovation / Addition	2	761
McKinley ES	Major Renovation / Addition	2	795
Grant ES	Moderate Renovation / Addition	2	838
Barton ES	Major Renovation / Addition	2	880
Lindbergh MS	Minor Renovation	3	768
Powell K-8	General Maintenance / Addition	3	1,211
Dooley (New Elementary)	General Maintenance	4	1,000
			9,970

Area B - Lakewood

School	Scope of Work	Group	2015 Sugg Enr
Twain ES	Major Renovation / Addition	1	724
Holmes ES	Major Renovation / Addition	1	636
Riley ES	Major Renovation / Addition	1	579
Bancroft MS	Major Renovation	1	1,075
MacArthur ES	Major Renovation	2	462
Gompers K-8	Major Renovation / Addition	2	755
Monroe K-8	Major Renovation / Addition	2	670
Hoover MS	Moderate Renovation / Addition	3	1,078
Madison ES	Moderate Renovation / Addition	3	618
Henry ES	Moderate Renovation	3	447
Cleveland ES	Moderate Renovation	3	462
			7,506

Area C - Millikan

School	Scope of Work	Group	2015 Sugg Enr
Keller ES	Major Renovation	1	472
Marshall MS	Major Renovation	1	855
Carver ES	Moderate Renovation	1	361
Prisk ES	Minor Renovation / Addition	2	510
Newcomb K-8	Major Renovation / Addition	2	737
Burcham K-8	Moderate Renovation	2	483
Cubberley K-8	Moderate Renovation / Addition	3	839
Stanford MS	Moderate Renovation	3	910
Emerson ES	Component Imprvmts / Possible Addtn	3	595
			5,762

Area D - Cabrillo

School	Scope of Work	Group	2015 Sugg Enr
Garfield ES	Major Renovation / Addition	1	804
Stephens MS	Major Renovation / Addition	1	1,059
Hudson K-8	Major Renovation / Addition	1	914
Webster ES	Major Renovation / Addition	2	715
Muir K-8	Major Renovation / Addition	2	731
Lafayette ES	Moderate Renovation / Addition	3	864
Edison ES	Moderate Renovation	3	861
Washington MS	Moderate Renovation	3	655
Chavez ES	General Maintenance	4	564
			7,167

Area E - Polytechnic

School	Scope of Work	Group	2015 Sugg Enr
GTE Site [New Middle #1 Poly]	New Middle School	1	600
NEW ELEMENTARY 1 - Poly [PAAL]	New Elementary School	1	800
Roosevelt ES	Conversion to K-3*	1	1,000
Stevenson ES	Moderate Renovation / Addition	1	700
Burnett ES	Conversion to 4-5**	1	500
Signal Hill ES	Conversion to K-8***	2	1,150
Longfellow ES	Major Renovation / Addition	2	746
Burroughs ES	Major Renovation	2	232
Birney ES	Moderate Renovation / Addition	2	534
Hughes MS	Moderate Renovation / Addition	2	1,200
NEW ELEMENTARY 2- Poly	New Elementary School	2	600
Whittier ES	Moderate Renovation / Addition	2	825
Los Cerritos ES	Moderate Renovation / Addition	2	425
Lincoln ES	Minor Renovation / Addition	2	1,254
NEW MIDDLE 2 - Poly	New Middle School	2	800
Franklin MS	Minor Renovation	3	700
Butler K-8****	Minor Renovation / Addition	3	700
Robinson K-8	General Maint / Addition	3	900
Alvarado ES	General Maint / Addition	3	600
International ES	General Maintenance	3	829
			15,095

  * Long Beach Unified School District Board of Education and Executive Committee has not
    approved the grade change for Roosevelt Elementary School. A review of the implication
    of such a change will be conducted prior to a final decision being made.

  ** Long Beach Unified School District Board of Education and Executive Committee has not
    approved the grade change for Burnett Elementary School. A review of the implication
    of such a change will be conducted prior to a final decision being made.

  *** Long Beach Unified School District Board of Education and Executive Committee has not
    approved the grade change for Signal Hill Elementary School. A review of the implication
    of such a change will be conducted prior to a final decision being made.

**** Butler will be converted to a 6-8 Fall 2008. Enrollment will need to be re-evaluated.
    Boundary adjustments decisions will be made relative to where K-5 students at Butler are to be housed.

Area F - Wilson

School	Scope of Work	Group	2015 Sugg Enr
Hill MS	Major Renovation	1	788
Burbank ES	Major Renovation / Addition	1	812
Willard ES	Minor Renovation / Addition	1	885
Tucker ES	Major Renovation	1	297
Bixby ES	Moderate Renovation	2	272
Buffum ES	Moderate Renovation	2	204
Jefferson MS	Major Renovation	2	697
Gant ES	Major Renovation / Addition	2	645
Lowell ES	Moderate Renovation / Addition	2	852
Bryant ES	Major Renovation	2	280
Tincher K-8	Moderate Renovation / Addition	2	887
Lee ES	Moderate Renovation	3	683
Rogers MS	Minor Renovation / Addition	3	954
Fremont ES	Moderate Renovation / Addition	3	403
Kettering ES	Moderate Renovation	3	324
Naples ES	Moderate Renovation / Addition	3	232
Mann ES	Minor Renovation / Addition	3	354
			9,569

Area G - Avalon

School	Scope of Work	Group	2015 Sugg Enr
Avalon K-12	Mod Reno / Addition	1	543
			543

High Schools

School	Scope of Work	Group	2015 Sugg Enr
Thematic 1 (DeMille)	Convert to Thematic HS	1	1,191
Thematic 2 (Browning Site)	New Thematic	1	800
PAAL (Relocate)	Relocate to Poly Main Campus	1	400
Jordan HS	Major Renovation	1	2,200
Millikan HS	Major Renovation	1	3,000
Cabrillo HS - Pool	New Pool	1	-
Thematic 3 (Jordan Acad)	Convert to Thematic HS	1	700
Reid	New Alternative School	1	550
New Alternative School	New Alterntative School	1	275
Renaissance	Moderate Renovation	2	355
Thematic 4 - (TBD)	Assess need for addtl Thematic every 5 years	2	700
Thematic 5 - (TBD)	Assess need for addtl Thematic every 5 years	2	700
Thematic 6 - (TBD)	Assess need for addtl Thematic every 5 years	2	700
Lakewood HS	Moderate Renovation	3	3,000
Polytechnic HS	Minor Renovation	3	3,000
Wilson HS	Moderate Renovation	3	3,000
Cabrillo HS	General Maintenance	4	3,000
CAMS	General Maintenance	4	600
EPHS	TBD	4	514
			24,685

Demographics

Live Birth Data

Live births within the Long Beach Unified School District have declined since 1990. The decline is anticipated to continue and will have an effect on future LBUSD enrollment.

Long Beach Unified School District Live Births 1990 - 2004	
Year	# of Live Births within the LBUSD
1990	11,980
1991	11,916
1992	11,689
1993	11,250
1994	10,742
1995	10,095
1996	9,978
1997	9,757
1998	9,313
1999	9,375
2000	9,226
2001	9,008
2002	8,684
2003	8,822
2004	8,721

Source: California Department of Health Services

**Long Beach Unified School Distirct
Live Births**
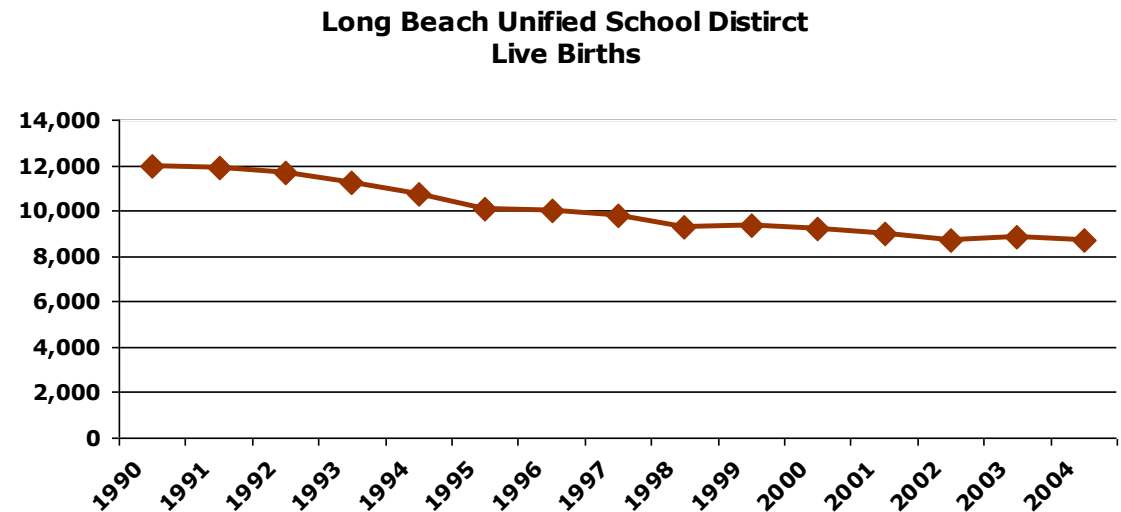
Historical Enrollment

Student enrollment has decreased over the past three years. Before that, it had increased repeatedly. Enrollment peaked during the 2003-04 school year with almost 97,000 students. The tables and charts on the next three pages illustrate historical enrollment by grade, grade group, and by planning area.

District Wide
10 Year Historical Enrollment

Grade	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
K	7,570	7,561	7,466	7,694	7,436	7,299	7,265	6,965	6,821	6,628
1	7,632	7,867	7,906	8,041	7,972	8,080	7,956	7,756	7,391	7,028
2	7,137	7,522	7,829	8,073	7,877	7,871	7,713	7,552	7,377	6,978
3	7,041	7,113	7,817	8,123	8,349	8,283	8,104	7,856	7,600	7,297
4	6,646	6,997	6,808	7,779	7,688	8,101	7,920	7,833	7,564	7,157
5	6,359	6,526	7,010	7,227	7,934	7,948	8,096	8,008	7,749	7,395
K-5 Subtotal	**42,385**	**43,586**	**44,836**	**46,937**	**47,256**	**47,582**	**47,054**	**45,970**	**44,502**	**42,483**
6	6,183	6,279	6,504	6,918	6,920	7,715	7,697	7,743	7,752	7,292
7	5,900	6,103	6,284	6,686	7,010	7,045	7,752	7,712	7,711	7,566
8	5,691	5,769	6,007	6,414	6,704	7,063	6,927	7,672	7,520	7,447
6-8 Subtotal	**17,774**	**18,151**	**18,795**	**20,018**	**20,634**	**21,823**	**22,376**	**23,127**	**22,983**	**22,305**
9	5,798	5,617	6,168	6,767	6,899	7,320	7,540	7,375	7,870	7,695
10	5,609	5,520	5,599	6,217	6,573	6,868	7,153	7,430	7,086	7,554
11	5,155	5,276	5,393	5,552	5,996	6,423	6,490	6,789	6,935	6,644
12	4,466	4,820	5,062	5,488	5,434	5,760	6,084	6,242	6,456	6,535
9-12 Subtotal	**21,028**	**21,233**	**22,222**	**24,024**	**24,902**	**26,371**	**27,267**	**27,836**	**28,347**	**28,428**
K-12 Subtotal	**81,187**	**82,970**	**85,853**	**90,979**	**92,792**	**95,776**	**96,697**	**96,933**	**95,832**	**93,216**
Ungraded	**1,686**	**1,912**	**1,947**	**43**	**31**	**48**	**0**	**0**	**0**	**0**
Grand Total	**82,873**	**84,882**	**87,800**	**91,022**	**92,823**	**95,824**	**96,697**	**96,933**	**95,832**	**93,216**

Historical by Grade Group

District Wide
10 Year Historical Enrollment - By Grade Configuration*

Grade Config	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
K-5 Subtotal	42,385	43,586	44,836	46,937	47,256	47,582	47,054	45,970	44,502	42,483
6-8 Subtotal	17,774	18,151	18,795	20,018	20,634	21,823	22,376	23,127	22,983	22,305
9-12 Subtotal	21,028	21,233	22,222	24,024	24,902	26,371	27,267	27,836	28,347	28,428
K-12 Subtotal	81,187	82,970	85,853	90,979	92,792	95,776	96,697	96,933	95,832	93,216

Source: California Department of Education

* Does not include ungraded students

District Wide
10 Year Historical Enrollment - By Grade Configuration

Legend: K - 5 Subtotal, 6 - 8 Subtotal, 9 - 12 Subtotal
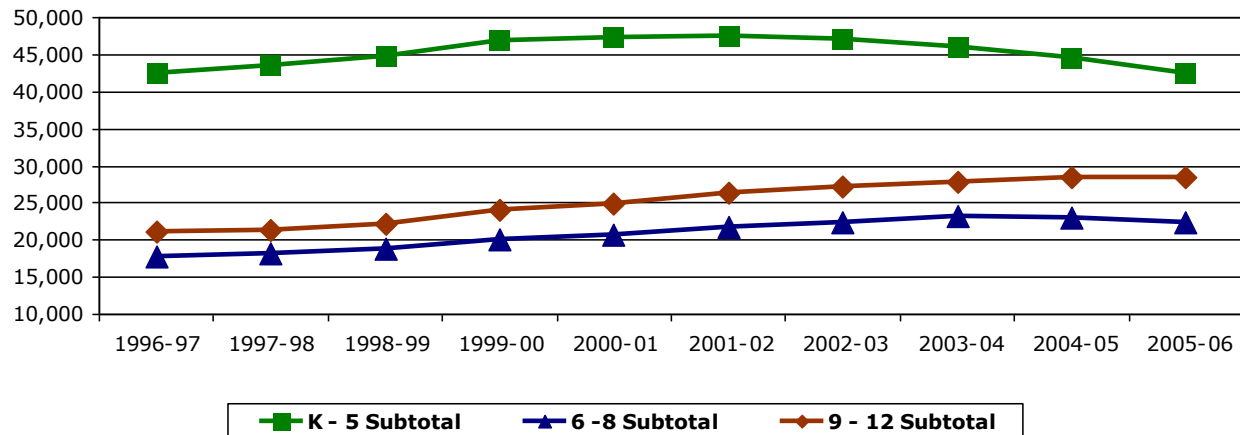
Historical by Planning Area

District Wide
10 Year Historical Enrollment - By Planning Area

Planning Area	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Area A - Jordan	14,449	14,882	15,749	16,813	16,996	17,548	17,562	17,803	17,802	17,304
Area B - Lakewood	12,860	12,910	13,322	13,614	13,979	14,214	14,091	13,797	13,386	12,764
Area C - Millikan	12,598	12,875	13,237	13,813	14,167	14,440	13,785	13,444	13,023	12,729
Area D - Cabrillo	9,257	9,407	9,841	10,398	11,120	11,787	12,510	12,789	13,040	12,823
Area E - Polytechnic	18,924	19,576	20,202	20,388	20,285	20,868	21,306	21,565	21,116	20,607
Area F - Wilson	14,070	14,503	14,701	15,237	15,550	16,236	16,681	16,772	16,721	16,270
Area G - Avalon	715	729	748	759	726	731	762	763	744	719
Grand Total	82,873	84,882	87,800	91,022	92,823	95,824	96,697	96,933	95,832	93,216

Source: California Department of Education

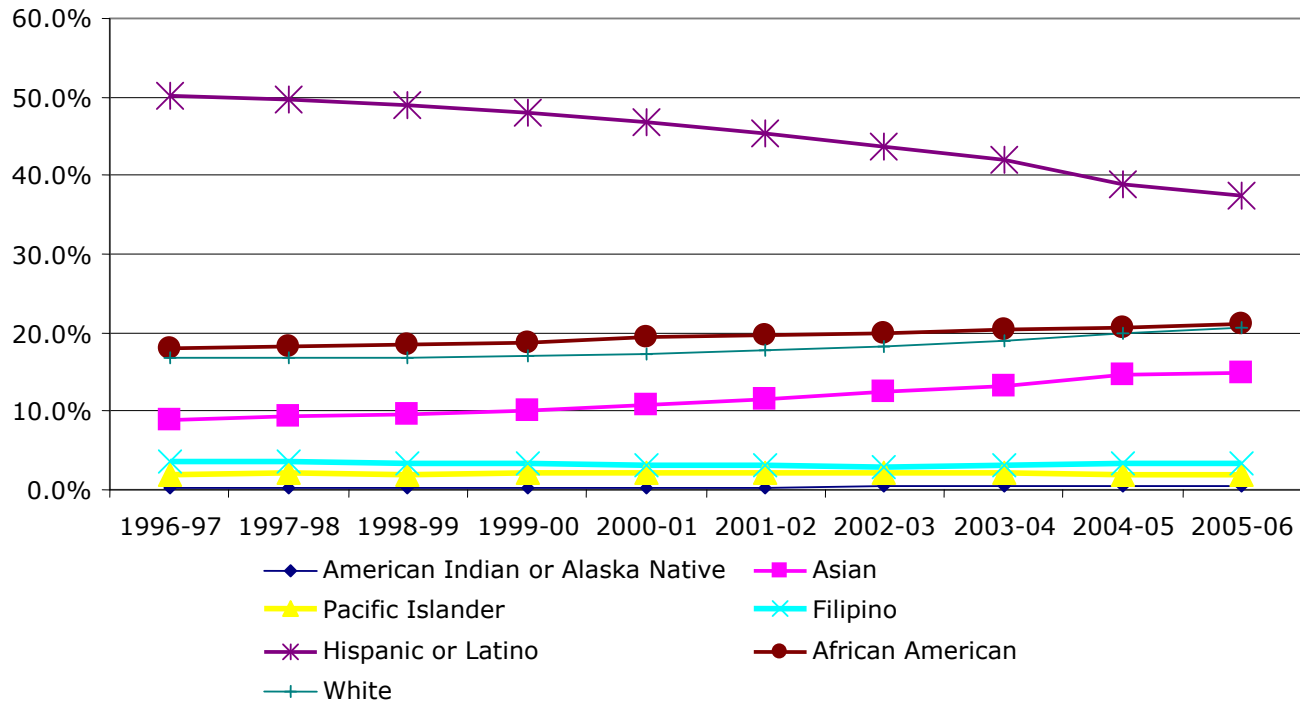**District Wide**
10 Year Historical Enrollment - By Planning Area
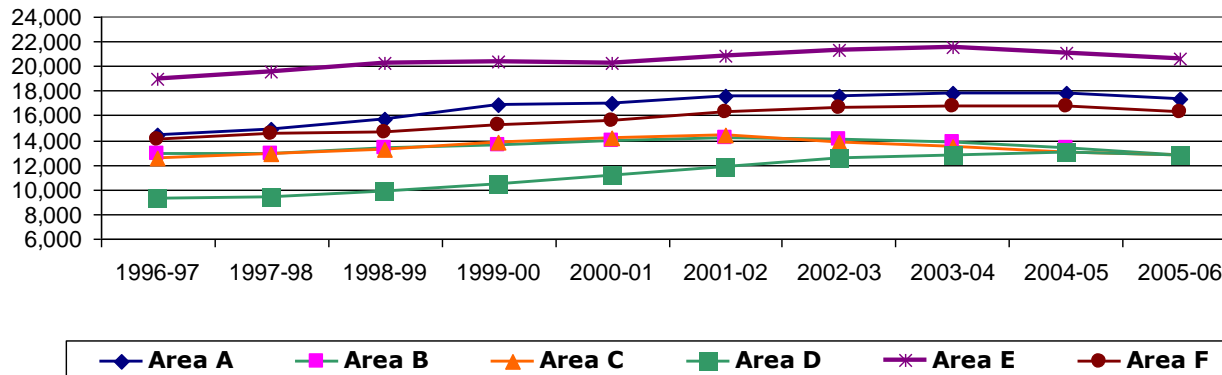
Historical Ethnicity Enrollment

Long Beach Unified School District
Ethnicity Enrollment Percentages

Source: CA Department of Education

Projected Enrollment

District Projections

ASSUMPTIONS AND METHODOLOGY

Three major factors drive district-wide student enrollment projections. These include:

1. Recent kindergarten enrollment trends, modified by live birth data,
2. Changes in the grade level cohorts of students served as they age through, and
3. Changes in the number of residential units within the district.

District-wide projections are disaggregated to school projections based on the historical patterns of:

1. The rates at which each school draws enrollment from various sections of the district, and
2. The pattern of transfers within the district at a given level from one school to another.

Studyblocks

For demographic analysis and enrollment projections, the district is divided into studyblocks. A studyblock is a custom unit of geography created for the purpose of generating reliable projections. They are based either upon Census Bureau blockgroups or census tracts or some combination thereof. A studyblock serves as the basis for the analysis of students served by the district and by schools. The objective is to do analysis with a small enough geographic unit to sense small area changes but large enough to allow for reliable projection. Studyblocks typically encompass 500–1000 students.

Kindergarten Enrollment

The projected Kindergarten enrollment is a key variable in projecting K–12 enrollment. The base Kindergarten projection is determined by the trend of Kindergartners served in each studyblock in the previous 3 or 4 years. Depending on the circumstances, a growth trend in Kindergarten enrollment may be capped. Steep straight-line trends are mathematically moderated to avoid unrealistic results.

Live Births

The base Kindergarten projection may be adjusted to reflect possible influence of live births. (Variance in live births from year to year, or across several years can sometimes predict variations in the corresponding Kindergarten enrollment 5 years later.) Where an annual correlation between live births and Kindergarten enrollment can be documented, or where a trend of live births over time can be documented, the base Kindergarten projection is adjusted accordingly. In the years of known live births, the adjustment can reflect year to year variations. In the out years, the trend for the known years may be extended.

School Capacities

School capacities provided by the district are compared to projected enrollments. A Special Day Class (SDC) student at the elementary level is calculated by default as requiring 1 seat, on the assumption that a class of 10 SDC students will occupy a typical classroom. The SDC default at secondary levels is 1 seat per SDC student. At district option, these defaults can be changed.

Students in the Projections

Enrollment projections are limited to typical K–12 students. SDC students are projected as a stable percentage of the typical population unless all SDC students are mainstreamed. Excluded from the projections are all Pre-Kindergarten, Adult High School Adult, Home School, Adult Ed, Independent Study programs and other special schools.

Attendance Boundaries

Attendance boundaries are assumed to remain constant, unless otherwise noted by the district.

Closed Schools

Opportunities for open enrollment (intra-district) are assumed to remain unchanged, unless otherwise noted by the district.

Inter-district Enrollment

Students enrolled from other school districts are treated in aggregate in separate studyblocks. Kindergarten students from this studyblock(s) will be projected only to the extent they exist in recent years. Grade Level cohorts are aged.

Cohort Percent Change

Cohort percentage changes are calculated in order to assure sensitivity to perennial changes in students served by the district as they age from one grade level to the next. If every cohort were stable as it ages, the cohort percent change, from one grade to the next in each studyblock, would be calculated as 100%. For each studyblock, a cohort weighted average percent change over a defined number of years is calculated based on the change in the enrollment served as it ages from the previous grade level.

Average cohort percentages above 100% might, for example, reflect students returning from private schools. Cohort percentages below 100% might reflect drop-outs.

Growth studyblocks are those showing unusually high increases in elementary grade enrollment and/or cohort percent change in recent years—due, typically, to new housing development. Once growth studyblocks are identified, their default cohort percent change rate is set to 100% so as not to over-project new residential growth. By default, growth is not predicted to continue unless new occupied dwelling units are projected.

Cohort changes can be adjusted if appropriate. Manipulation of cohort percentages is used, for example, to reflect changes in inter-district transfers due to policy changes in sending or receiving districts.

Dwelling Unit Impact

The predicted impact of new dwelling units on school enrollment is based on three factors: 1) new dwelling units, 2) the student generation rate for each unit type, and 3) the grade level distribution of newly generated students.

1. Dwelling Units

New dwelling units are categorized into 3 housing types: Single Family Detached, Single Family Attached, and Multifamily. Developers and builders are contacted for information relative to their plans for occupancy of new dwelling units.

2. Student Generation

Student generation rates are determined for each product type for each level: elementary, middle school and high school. Student generation rates are based on similar products types where such exist; otherwise, a default generation rate is used.

3. Grade Level Distribution

For each level, students generated by new dwelling units are distributed across grade levels. These percentages are based on historical patterns where they exist; otherwise, default percentages are used.

School Projections

Projecting enrollment at the school level is based on the concept of a school draw rate, i.e., the percent of students from a given studyblock who enroll in a given school at its lowest grade. Draw rates reflect the impact of open enrollment within a district. For example, if one-half the sixth-graders from a given studyblock enroll in a particular 6–8 middle school, that school has a draw rate of 50% from that studyblock.

The draw rate for the most recent year is applied by default to the projected district enrollment for that grade from a given studyblock. The draw rate ages with the cohort. In this way, if the underlying cohort changes, the number of students enrolled at the school will change accordingly.

Draw rates can be adjusted if necessary. Manipulation of draw rates is used, for example, to project the impact of changes in attendance boundaries, or the impact of closing a school to open enrollment.

Intra-district Transfers

Grade-level transfers within or across schools are included in the projections to accommodate fluctuations like retention, transfer to continuation school, or any other special programs a district may offer that result in students changing schools at other than the typical grade configuration shifts. Transfers are calculated by applying the percent of a grade level population at one school that is transferred in the following year to another school, or continued at the same grade level at a given school in the following year.

Caveats on Projections and Methodology

On Projections

Enrollment projections are based upon two critical factors: the student and school data from the school district and the mathematical formulas that are applied to those data. Projections fundamentally look at recent history as reflected in the student data and assume that past patterns and trends will continue into the future. The calculations assume that the historical data provided is at one year intervals based on enrollment at the beginning of each school year.

A range of unpredicted anomalies, however, can cause reality to vary from the historical patterns. These include, but are not limited to, rapid changes in the economy, mortgage interest rates, the housing market, the job market, residential development plans, rental rates, etc. Anomalous changes that occur between the last set of student data and the first projection are not reflected in the projections unless the district requests to amend the projections.

In the projections, calculations are mathematically precise. Each result is rounded to a whole number for ease of reading. This rounding sometimes results in the displayed whole numbers in a column not adding exactly to the displayed total of the column. This phenomenon, which is a result of rounding and not of any inaccuracy in the calculations, occurs both in the enrollment projections and in the community demographics.

On Student Data

Historical student data files are obtained from the district. To the extent that the student data files are internally inconsistent from year to year, or the count of students in the files does not reflect the count of actual enrollees, errors are introduced to the projection calculations. For optimum results, the student data files must also consistently capture the same categories of students annually.

The calculations assume that the historical data provided is at one year intervals based on enrollment at the beginning of each school year. It is important that the student files obtained from the district are close to a common date each year, typically near the beginning of the school year. The snapshot of historical data near the beginning of the school year is best suited to our goal of projecting enrollment for the beginning of subsequent school years. To the extent the historical student data provided is not at one year intervals, or is not at a common date near the beginning of the school year, projections may reflect monthly fluctuations in enrollment that will diminish the accuracy of the projections.

The enrollment for the Long Beach Unified School District is projected to decline over the next 10 years. Three major factors drive district-wide enrollment projections. These include:

- Recent kindergarten enrollment trends, modified by live birth data
- Changes in the grade level cohorts of students served
- The impact of changes in the number dwelling units within the district

**District Wide
10 Year Projected Enrollment**
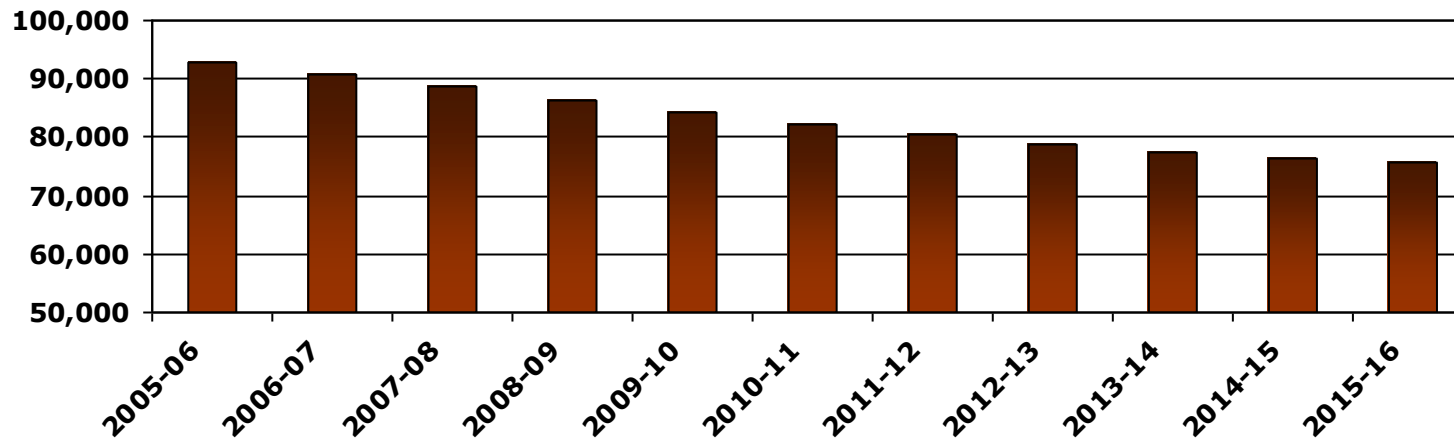
Projected Enrollment by Grade Group

District Wide
10 Year Projected Enrollment - By Grade

Grade	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
K	6,433	6,196	5,999	5,962	5,953	5,958	5,964	5,968	5,975	5,981	5,987
1	6,861	6,707	6,461	6,252	6,222	6,212	6,218	6,224	6,228	6,234	6,240
2	6,789	6,512	6,362	6,131	5,941	5,917	5,904	5,909	5,914	5,920	5,926
3	7,093	6,801	6,533	6,385	6,160	5,970	5,939	5,933	5,938	5,946	5,951
4	6,954	6,753	6,482	6,233	6,098	5,878	5,705	5,676	5,670	5,677	5,682
5	7,169	6,846	6,647	6,396	6,150	6,022	5,807	5,633	5,607	5,599	5,606
K-5 Subtotal	**41,299**	**39,815**	**38,484**	**37,359**	**36,524**	**35,957**	**35,537**	**35,343**	**35,332**	**35,357**	**35,392**
6	7,056	6,835	6,540	6,348	6,129	5,899	5,781	5,586	5,421	5,399	5,390
7	7,291	6,956	6,731	6,451	6,266	6,062	5,829	5,723	5,529	5,368	5,343
8	7,159	7,050	6,733	6,519	6,260	6,081	5,886	5,668	5,566	5,377	5,222
6-8 Subtotal	**21,506**	**20,841**	**20,004**	**19,318**	**18,655**	**18,042**	**17,496**	**16,977**	**16,516**	**16,144**	**15,955**
9	7,455	7,385	7,279	6,952	6,732	6,457	6,289	6,092	5,878	5,752	5,564
10	7,323	7,162	7,113	7,001	6,699	6,485	6,232	6,063	5,884	5,680	5,563
11	6,436	6,866	6,712	6,672	6,564	6,288	6,093	5,860	5,703	5,540	5,356
12	6,275	6,052	6,457	6,309	6,278	6,171	5,924	5,746	5,534	5,386	5,242
9-12 Subtotal	**27,489**	**27,465**	**27,561**	**26,934**	**26,273**	**25,401**	**24,538**	**23,761**	**22,999**	**22,358**	**21,725**
K-12 Subtotal	**90,294**	**88,121**	**86,049**	**83,611**	**81,452**	**79,400**	**77,571**	**76,081**	**74,847**	**73,859**	**73,072**
SDC*	**2,681**	**2,728**	**2,754**	**2,789**	**2,821**	**2,858**	**2,794**	**2,746**	**2,701**	**2,669**	**2,639**
Grand Total	**92,975**	**90,849**	**88,803**	**86,400**	**84,273**	**82,258**	**80,365**	**78,827**	**77,548**	**76,528**	**75,711**

Source: DecisionInsite

* Special Day Class

District Wide
10 Year Projected Enrollment - By Grade Configuration*

Grade Config	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
K-5 Subtotal	41,299	39,815	38,484	37,359	36,524	35,957	35,537	35,343	35,332	35,357	35,392
6-8 Subtotal	21,506	20,841	20,004	19,318	18,655	18,042	17,496	16,977	16,516	16,144	15,955
9-12 Subtotal	27,489	27,465	27,561	26,934	26,273	25,401	24,538	23,761	22,999	22,358	21,725
K-12 Subtotal	90,294	88,121	86,049	83,611	81,452	79,400	77,571	76,081	74,847	73,859	73,072

Source: DecisionInsite

* Does not include ungraded students

District Wide
10 Year Projected Enrollment - By Grade Configuration
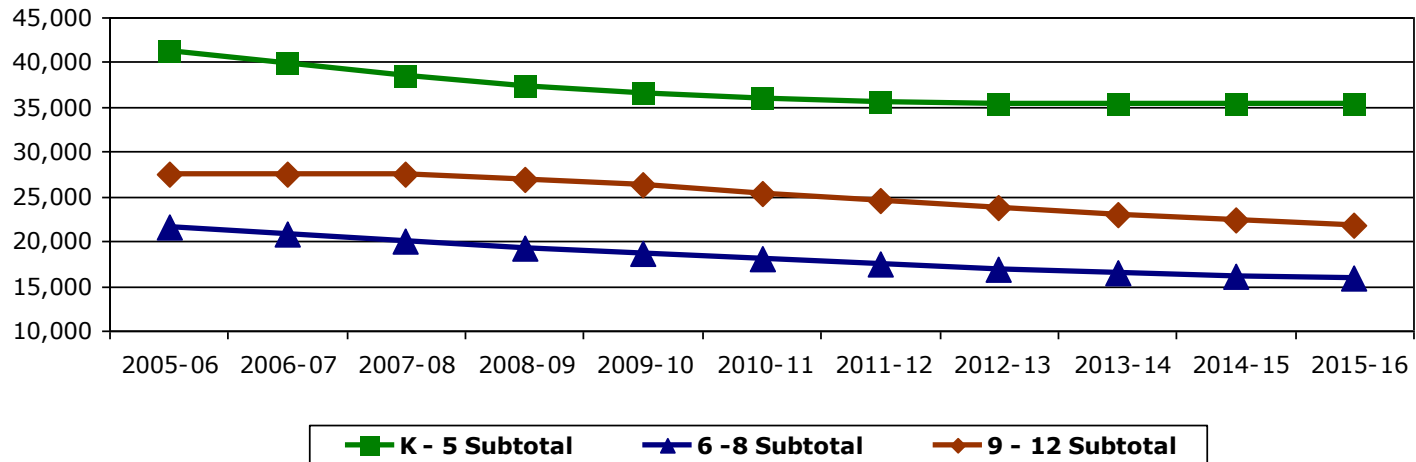
Projected Enrollment by Planning Area

District Wide
10 Year Projected Enrollment - By Planning Area

Planning Area	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Area A - Jordan	17,269	16,800	16,302	15,780	15,344	14,930	14,560	14,278	14,034	13,832	13,643
Area B - Lakewood	12,739	12,665	12,601	12,401	12,160	11,972	11,827	11,675	11,597	11,545	11,527
Area C - Millikan	12,711	12,598	12,469	12,266	12,007	11,729	11,433	11,149	10,893	10,679	10,512
Area D - Cabrillo	12,739	12,447	12,051	11,592	11,254	10,919	10,590	10,372	10,179	10,019	9,906
Area E - Polytechnic	20,559	19,787	19,129	18,545	18,019	17,563	17,106	16,733	16,464	16,243	16,053
Area F - Wilson	16,239	15,852	15,563	15,156	14,848	14,533	14,247	14,034	13,809	13,656	13,527
Area G - Avalon	719	700	688	660	641	612	602	586	572	554	543
Grand Total	92,975	90,849	88,803	86,400	84,273	82,258	80,365	78,827	77,548	76,528	75,711

Source: DecisionInsite

District Wide
10 Year Projected Enrollment - By Planning Area
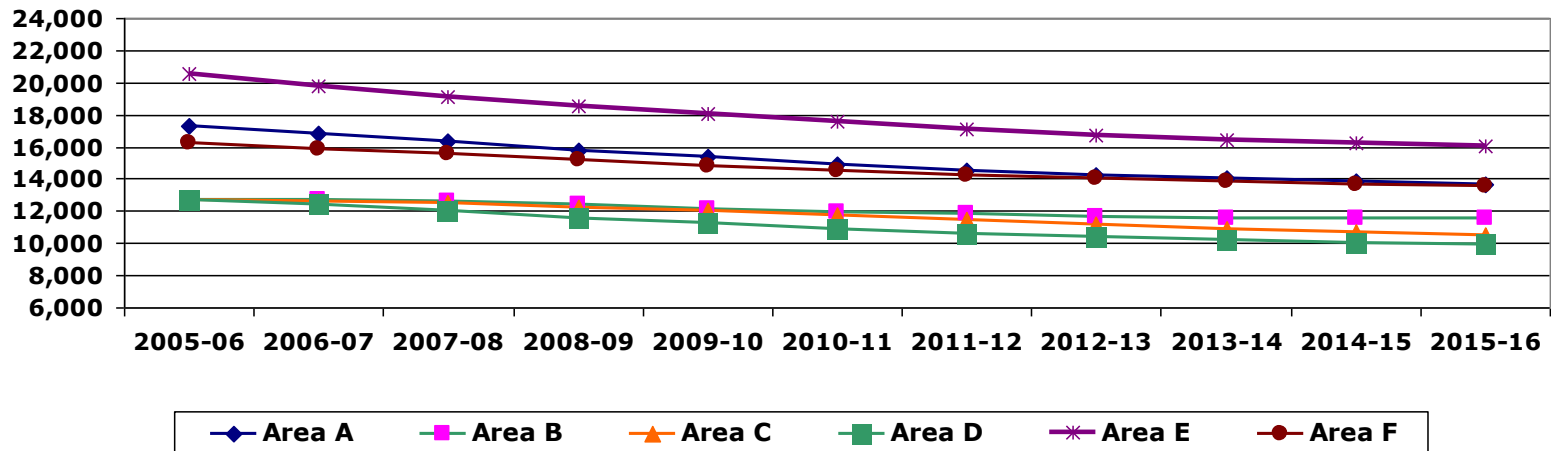
Historical / Projected Enrollment Comparison

District Wide
Historical & Projected Enrollment

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Historical Enrollment	82,873	84,882	87,800	91,022	92,823	95,824	96,697	96,933	95,832	93,216										
Projected Enrollment											90,849	88,803	86,400	84,273	82,258	80,365	78,827	77,548	76,528	75,711

Source: Historical - California Department of Education,   Projected - DecisonInsite

District Wide
Historical & Projected Enrollment
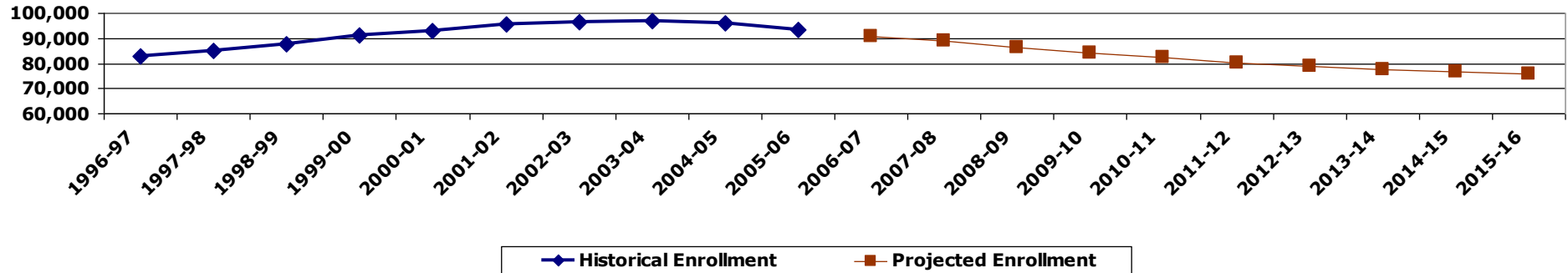
Facility Review

The Long Beach Unified School District is responsible for school facilities totaling over 7 million square feet. The tables to the right provide a definition of terms and facilities summary.

Definition of Terms
For planning purposes the following terms are used:
ES (Elementary School) Schools with grade configurations of K-5
MS (Middle School) Schools with grade configurations of 6-8
HS (High School) Traditional high school serving grades 9-12
HS Other Schools serving a specific type of student in grades 9-12
K-8 Schools with grade configurations of K-8
K-12 Schools with grade configuration of K-12
Temporary / Portable Square Footge Square footage of a pre-fabricated building brought onto a school site in lieu of building a permanent building.

Long Beach Unified School District School Facility Summary					
Type	**Count**	**2005-06 Enrollment***	**Permanent Sq Feet****	**Temp/Port Sq Feet****	**Total Sq Feet**
ES	51	36,486	2,262,301	709,202	**2,971,503**
MS	14	17,546	1,392,316	141,717	**1,534,033**
HS	7	25,602	2,058,145	156,736	**2,214,881**
K-8	9	10,280	504,989	178,330	**683,319**
K-12	1	714	59,630	21,920	**81,550**
HS Other	5	2,588	103,249	41,056	**144,305**
TOTALS	**87**	**93,216**	**6,380,630**	**1,248,961**	**7,629,591**

* Enrollment data - California Department of Education
** Square footage data - American Appraisal Associates, July 2005

Grade Configurations

The following table indicates the number of schools by grade configuration in the Long Beach Unified School District.

Grade Configurations	
Grades Served	**# Schools**
K-5	51
K-8	9
K-12	1
6-8	14
9	1
9-12	10
10-12	1

School Size

The table below shows the total number of schools by type and number of students in the district.

School Type	Count	Number of Students				
		< 300	300 - 499	500 - 699	700 - 899	> 900
ES	**51**	2	12	12	8	17

School Type	Count	Number of Students				
		< 300	300 - 599	600 - 899	900 - 1,199	> 1,200
MS	**14**	0	0	1	5	8
K-8	**9**	0	0	0	7	2

School Type	Count	Number of Students					
		< 1,000	1,000 - 1,999	2,000 - 2,999	3,000 - 3,999	4,000 - 4,999	> 5,000
HS	**7**	1	0	0	2	4	0
HS Other	**5**	5	0	0	0	0	0
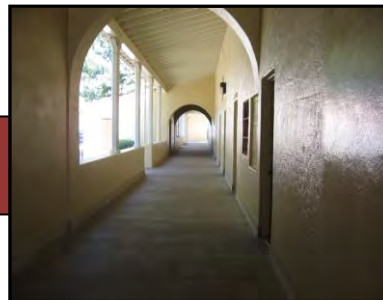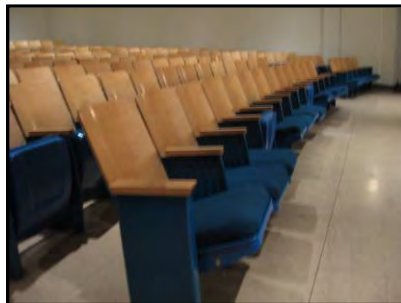
Capacity

The formula for determining the capacity of LBUSD academic facilities should reflect the programs and policies of the district.

The district's current contractual class size and staffing ratios are outlined herein. In the event school sites are able to acquire additional state funding to support the class size reduction (*) initiative, schools may achieve lower class sizes if space is available.

When developing a Facility Master Plan, a capacity formula is derived for the purpose of determining the type of improvement and suggested student enrollment at individual school sites. The Facility Master Plan capacity model is based upon a combination of state guidelines, utilization and average classroom loading. Given that Facility Master Plan capacity numbers reflect averages of all types of use, including special education classes, resource program, specialty classrooms (labs, etc.) as well as class sizes for all regular education classrooms, the capacity numbers do not simply restate the particular class sizes included in collective bargaining agreement. Special education classes typically have between 6-13 students. Some classrooms are used as open computer labs. When all of this is taken into consideration, the following overall averages are used.

☑ **Elementary Grades K -5**   **25**

☑ **Middle School Grades 6 -8**   **30**

☑ **High School Grades 9- 12**   **30**

LBUSD Contractual Class Size

Elementary

Kindergarten	32 (20*)
Grades 1 – 3	30 (20*)
Grades 4 – 5	35
Combinations K-3	28 (20*)
Combinations 4-5	33

Middle School

Grade 6 Core Classes	35
English	35
Science, Mathematics, Social Studies	37
Typing	42
Regular Physical Education	54
Music	54
All others	39

High School

English (Drama and Journalism excepted)	35
Foreign Languages, Laboratory Science, Mathematics and Social Studies	37
Typing	42
Regular Physical Education	54
Music	54
All others	39

The table below and subsequent pages, provides student enrollment numbers for 2006 (actual) and 2015 (projected) for grades K – 8th grade. These numbers are compared to the permanent building capacity. A positive capacity number indicates how many students would need to be accommodated. A negative number (represented in parenthesis) indicates the amount of empty seats expected at a school site.

Enrollment and Capacity Data
K – 8th Grades

School	Type	2006 Enrollment	2015 Enrollment	Permanent Bldg Capacity	Portable Bldg Capacity	Total Capacity Over/Under 2006*	Perm Capacity Over/Under 2015*
Addams ES	ES	1,062	1,024	595	319	148	429
Alvarado ES	ES	410	346	489	43	(121)	(143)
Avalon K-12	K-12	700	543	536	510	(346)	8
Bancroft MS	MS	1,346	1,075	1,148	179	20	(73)
Barton ES	ES	959	914	680	319	(40)	234
Birney ES	ES	714	534	298	574	(157)	237
Bixby ES	ES	418	272	468	170	(220)	(196)
Bryant ES	ES	364	280	255	170	(61)	25
Buffum ES	ES	347	204	468	128	(248)	(264)
Burbank ES	ES	840	812	404	383	54	408
Burcham K-8	K-8	491	483	489	319	(317)	(6)
Burnett ES	ES	964	945	319	638	8	626
Burroughs ES	ES	294	232	340	170	(216)	(108)
Butler K-8	K-8	948	687	468	553	(72)	220
Carver ES	ES	428	361	510	234	(316)	(149)
Chavez ES	ES	530	564	723	0	(193)	(159)
Cleveland ES	ES	557	462	510	213	(166)	(48)
Cubberley K-8	K-8	1,017	839	510	616	(109)	329
DeMille MS	MS	1,148	948	1,199	102	(153)	(251)
Dooley (New Elementary)	ES	1,015	1,065	1,105	0	(90)	(40)
Edison ES	ES	923	861	871	21	31	(10)
Emerson ES	ES	628	595	553	234	(158)	43
Franklin MS	MS	1,111	664	1,122	383	(394)	(458)
Fremont ES	ES	410	403	361	85	(36)	42
Gant ES	ES	688	645	489	276	(77)	156
Garfield ES	ES	902	804	659	595	(352)	145
Gompers ES	ES	716	755	616	234	(134)	139
Grant ES	ES	1,259	1,072	638	616	5	435
Hamilton MS	MS	1,362	904	995	485	(117)	(91)
Harte ES	ES	1,109	1,001	361	723	25	640
Henry ES	ES	437	447	510	276	(349)	(63)
Hill MS	MS	1,089	788	893	281	(84)	(105)
Holmes ES	ES	616	636	574	170	(128)	62
Hoover MS	MS	1,124	1,078	995	102	28	84
Hudson K-8	K-8	1,084	914	680	468	(64)	234
Hughes MS	MS	1,414	1,153	994	229	190	158
International ES	ES	717	571	808	0	(91)	(237)
Jefferson MS	MS	1,084	697	1,046	153	(115)	(349)

Enrollment and Capacity Data
K – 8th Grades

School	Type	2006 Enrollment	2015 Enrollment	Permanent Bldg Capacity	Portable Bldg Capacity	Total Capacity Over/Under 2006*	Perm Capacity Over/Under 2015*
Keller ES	ES	546	472	489	213	(155)	(17)
Kettering ES	ES	369	324	298	128	(56)	27
King ES	ES	983	808	361	744	(122)	447
Lafayette ES	ES	933	864	531	425	(23)	333
Lee ES	ES	967	683	850	106	11	(167)
Lincoln ES	ES	1,226	1,254	298	765	164	957
Lindbergh MS	MS	1,114	768	1,173	332	(391)	(405)
Lindsey MS (Sutter MS)	MS	528	514	842	1,071	(1,385)	(328)
Longfellow ES	ES	835	746	595	276	(36)	151
Los Cerritos ES	ES	469	416	319	170	(20)	97
Lowell ES	ES	663	852	574	106	(17)	278
MacArthur ES	ES	437	462	489	319	(371)	(27)
Madison ES	ES	612	618	531	255	(174)	87
Mann ES	ES	368	354	276	106	(15)	78
Marshall MS	MS	1,138	855	995	434	(290)	(140)
McKinley ES	ES	894	818	553	489	(147)	266
Monroe K-8	K-8	921	670	510	361	50	160
Muir K-8	K-8	912	731	489	531	(108)	242
Naples ES	ES	249	232	149	170	(70)	83
Newcomb K-8	K-8	964	737	680	298	(14)	57
Powell K-8	K-8	1,436	1,211	1,020	149	267	191
Prisk ES	ES	540	510	446	298	(204)	64
Riley ES	ES	589	579	531	276	(219)	48
Robinson K-8	K-8	989	849	553	191	245	297
Rogers MS	MS	895	954	638	153	105	317
Roosevelt ES	ES	1,074	1,142	425	680	(31)	717
Signal Hill ES	ES	756	603	319	595	(158)	284
Stanford MS	MS	1,414	1,153	995	230	190	159
Stephens MS	MS	1,356	1,059	867	765	(276)	192
Stevenson ES	ES	767	665	595	170	2	70
Tincher K-8	K-8	1,132	887	659	510	(37)	228
Tucker ES	ES	377	297	170	404	(197)	127
Twain ES	ES	725	724	638	234	(146)	87
Washington MS	MS	1,007	655	1,148	0	(141)	(493)
Webster ES	ES	695	715	298	553	(155)	418
Whittier ES	ES	920	808	510	510	(100)	298
Willard ES	ES	893	885	340	404	149	545

* Under capacity represented in parenthesis

Enrollment and Capacity Data
9 – 12th Grades

School	Type	2006 Enrollment	2015 Enrollment	Permanent Bldg Capacity	Portable Bldg Capacity	Total Capacity Over/Under 2006*	Perm Capacity Over/Under 2015*
Cabrillo HS	HS	3,878	2,694	3,392	561	(75)	(698)
CAMS	HS Other	617	600	485	0	133	116
EPHS	HS Other	743	514	NA	NA	NA	NA
Jordan Academy HS	HS	1,055	685	995	0	61	(310)
Jordan HS	HS	3,083	2,419	2,831	816	(564)	(412)
Lakewood HS	HS	4,278	4,021	3,315	816	147	706
Millikan HS	HS	4,196	3,559	3,315	791	91	244
PAAL	HS Other	405	274	0	459	(54)	274
Polytechnic HS	HS	4,297	3,279	3,213	587	498	66
Reid	HS Other	333	275	0	383	(50)	275
Renaissance HS	HS Other	510	355	459	230	(179)	(104)
Wilson HS	HS	4,451	3,958	3,213	969	269	745

* Under capacity represented in parenthesis

Facility Assessment

A facility assessment was conducted by architects and engineers for all schools in the Long Beach Unified School District. The pages that follow provide information regarding their findings and how the costs were calculated. Refer to the table on page 50 for a listing of facilities, baseline data and building condition level.

Facility Master Plan Classifications

Please note that LBUSD construction standards will be applied to all new and renovated construction projects.

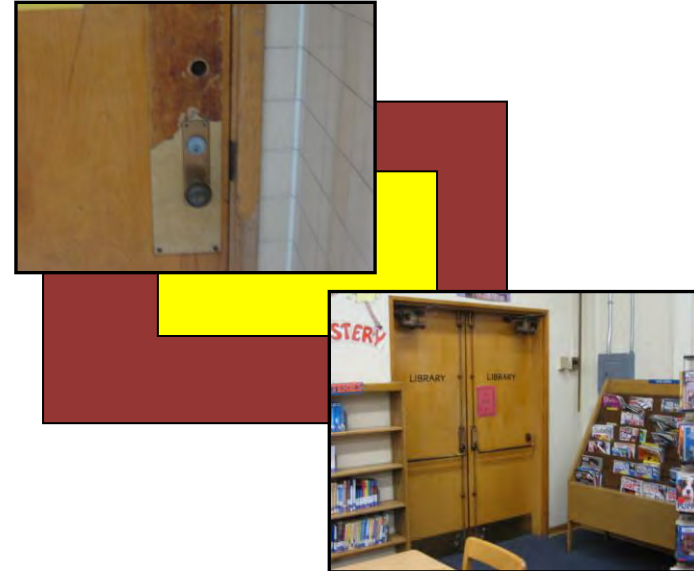**New Building** entails building a new school facility either on the same site or at a new location.

Major Renovation includes creating appropriate learning environments and extensive renovation to bring the building up to current codes and may include an addition. This would include replacement or upgrades to building components [Handicapped accessibility, heating/ventilation/air conditioning, roof, electrical, windows, flooring, ceiling, lighting, technology infrastructure] and interior reconfiguration of space to support educational programs. After having undergone a major renovation, an existing building would be comparable to a new building.

Moderate Renovation includes creating appropriate learning environments and bringing a school building up to current codes. However, the amount of work to be completed would be less extensive than a major renovation. This could include replacement or upgrades to building components [Handicapped accessibility, heating/ventilation/air conditioning, roof, electrical, windows, flooring, ceiling, lighting, technology infrastructure] and some interior reconfiguration of space to support educational programs. This level of renovation will primarily focus on addressing code requirements.

Minor Renovation includes selective upgrades of some systems or building components. This renovation could include replacement or repair to one or more building systems such as: boilers, heating/ventilation, roofing, flooring, ceiling, lighting, electrical upgrades or painting.   It may also include some minor reconfiguration of interior spaces.

General Maintenance is the ongoing maintenance and upkeep of a building, extending its useful life. Some of these funds are budgeted on an annual basis as part of the district's maintenance and operations budget.

The table on the following page further describes the levels of renovations. It should be stressed that the list of upgrades would be applied as needed. For example, if a building needs a moderate or major renovation and recently received a new roof, a roof replacement would not be included in the renovation.

Minor Renovation	Moderate Renovation	Major Renovation
Selective upgrades of some systems or building components such as repair or replacement of: ☑ flooring ☑ ceiling ☑ lighting ☑ electrical upgrades ☑ painting Minor reconfiguration of spaces.	This is similar to a Major Renovation but the work required would not be as extensive and will primarily include addressing code requirements.	Extensive renovation, replacement and reconfiguration of spaces to meet code requirements as well as current and future educational program requirements. This may include replacement or upgrades to: ☑ handicapped accessibility ☑ heating/ventilation/air conditioning ☑ roof ☑ electrical ☑ windows ☑ flooring ☑ ceiling ☑ lighting ☑ technology ☑ infrastructure ☑ signal systems

Air Conditioning refers to the installation or upgrading of systems for cooling and controlling the humidity and purity of air circulating throughout Long Beach school facilities. Presently, air conditioning exists in a limited number of spaces on school campuses. The majority of these locations are administrative offices, computer rooms, bungalows or modular classrooms. It is the desire of 97 percent of persons completing questionnaires as part of the first round of community dialogues that air conditioning be considered when renovating or building new schools. Please note that air conditioning is considered a component for all major renovation and new construction projects.

Portable Classrooms have been added to Long Beach Unified School District sites in response to overcrowding or lack of available space for instruction. These facilities are intended to serve as a solution for addressing temporary space needs. Most LBUSD sites have portables located within the campus environment. The Facility Master Plan will outline costs for removing or upgrading portables.

Cost Factors

The table below lists the costs per square foot (in 2007 dollars) for new construction and various levels of renovation for Long Beach Unified School District. There will be additional "soft costs" of approximately 30%, for permits, architectural fees, construction management, site testing, furniture and equipment, etc. Adjustments for inflation will be considered in estimating total project costs. Contingency costs for site and offsite improvements will be factored into the final Facility Master Plan budget.

The cost estimates contained in this report are planning estimates. They are not based on actual design or construction bids.

The purpose of the planning estimates is to determine the magnitude of the potential projects cost. It also needs to be understood that these numbers are in 2007 dollars. The actual construction program to renovate/replace the schools in the District may take 10 to 15 years or longer.

Items Typically Included
Roofing
Exterior - Walls
Exterior - Windows
Exterior - Doors
Interior Floors
Interior Walls
Interior Ceilings
Air Conditioning
HVAC
Electrical - Lighting
Electrical - Distribution
Plumbing
Fire / Life Safety
Technology
ADA: Accessibility
Sitework - Parking & Playfields

Items Not Included
Demolition/Portable Removal
Hazardous Material
Excessive Site Work
Structural / Seismic
Site Purchases
Interim Housing: Swing Space
Swimming Pools
Synthetic Turfs
All Weather Tracks
Stadium Seating
Other Physical Ed Outdoor Facilities
Inflation

Estimated Construction Costs per SF			
	Elementary	**Middle**	**High**
New School	$ 310	$ 320	$ 400
Major Renovation	$ 186	$ 192	$ 240
Moderate Renovation	$ 124	$ 128	$ 160
Minor Renovation	$ 62	$ 64	$ 80

Soft Costs
30%

Square Footage

Based on guidelines established by the Council of Educational Facilities Planners International, the State of California, and considering the square footages used to determine the size of elementary and middle schools throughtout LBUSD and the United States, the following square footages were developed for Long Beach elementary, middle and high schools. These square footages are averages and based on conditions and sites. The final building square footage per student may be higher or lower.

The square footage would include but not be limited to:

- ➢ Classrooms
- ➢ Special Education Classrooms
- ➢ Computer Lab
- ➢ Library/Media Center
- ➢ Gym (for middle and high schools)
- ➢ Cafeteria/Food Service
- ➢ Support spaces such as offices, conference rooms, storage, etc.
- ➢ Corridor, lobby, stairwell, elevator and other circulation spaces
- ➢ Mechanical spaces
- ➢ Custodial spaces

Renovation and new schools may improve and subsequently help in standardizing the student square feet per student by grade level. The square footage requirement for a new school is greater than a building addition because of academic and supporting spaces necessary for a comprehensive educational program may already exist within a school facility.

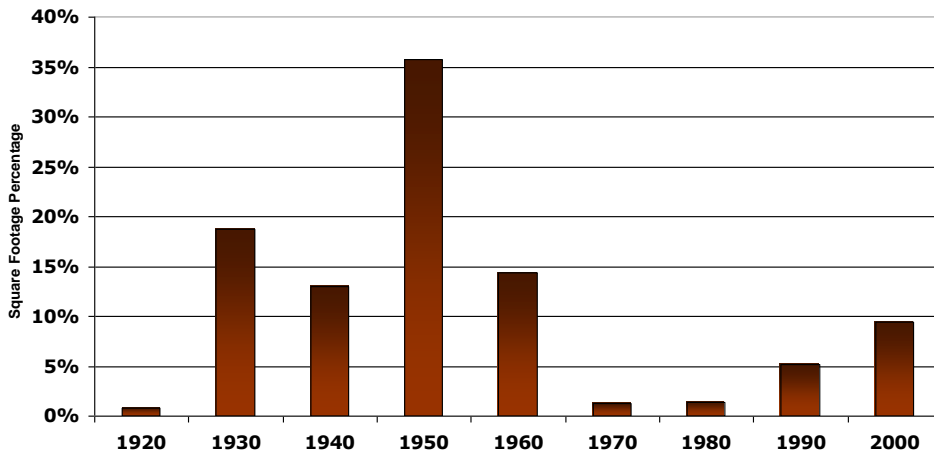| Square Feet per Student			
	Elementary	**Middle**	**High**
New School	90	100	110
Building Addition	70	80	90

Facility Age

Sixty-eight percent of the permanent square footage in the Long Beach Unified School District was built prior to 1950 as indicated in the graph below.

Facility Condition

The chart below indicates that 74% of schools have been assigned a major or moderatre building condition level and are in need of renovation.
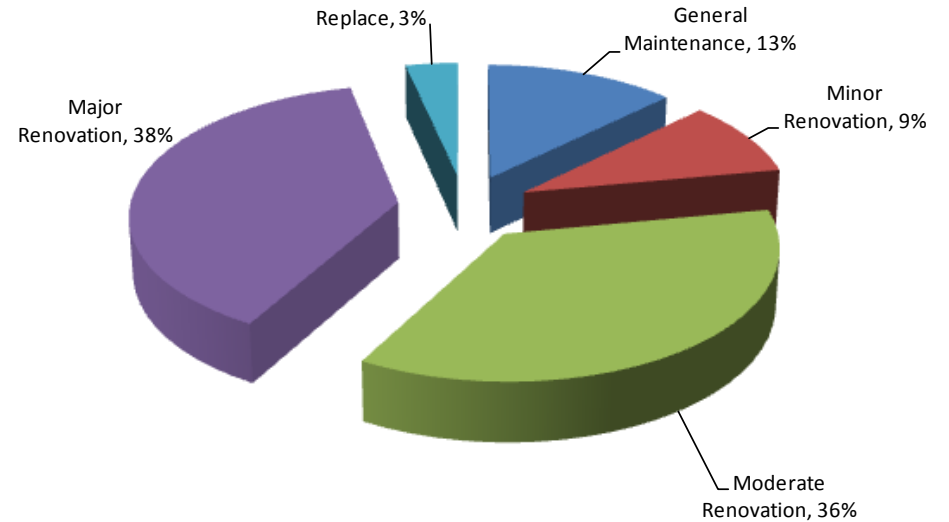
**Permanent Buildings
Year Constructed**

Facility Data
Elementary, K-8 and Middle Schools

School	Type	Grades	2006 Enrollment	Year(s) Built	Acres	Perm SF	Port SF	Assessment Condition
Addams ES	ES	K-5	1,062	1935, 1949	5	50,762	13,072	Major Renovation
Alvarado ES	ES	K-5	410	1987	6	35,776	1,920	General Maintenance
Avalon K-12	K-12	K-12	700	1935	11	52,708	12,960	Major Renovation
Bancroft MS	MS	6-8	1,346	1944, 1949, 1958	19	107,322	6,720	Major Renovation
Barton ES	ES	K-5	959	1948, 1950, 1969	7	64,651	16,192	Major Renovation
Birney ES	ES	K-5	714	1950	8	34,766	26,032	Moderate Renovation
Bixby ES	ES	K-5	418	1951	10	44,465	11,040	Moderate Renovation
Bryant ES	ES	K-5	364	1941, 1969, 1970	4	24,538	5,280	Major Renovation
Buffum ES	ES	K-5	347	1949	8	40,427	5,760	Moderate Renovation
Burbank ES	ES	K-5	840	1949	6	44,560	16,912	Major Renovation
Burcham K-8	ES	K-8	491	1949, 1954	11	42,578	14,216	Moderate Renovation
Burnett ES	ES	K-5	964	1934, 1949	4	35,819	29,024	Major Renovation
Burroughs ES	ES	K-5	294	1949	9	24,454	7,680	Major Renovation
Butler K-8	K-8	K-8	948	1989	9	52,590	16,848	Minor Renovation
Carver ES	ES	K-5	428	1950, 1955	10	47,295	12,496	Moderate Renovation
Chavez ES	ES	K-5	530	2002	3	71,546	0	General Maintenance
Cleveland ES	ES	K-5	557	1952	11	49,177	10,192	Moderate Renovation
Cubberley K-8	K-8	K-8	1,017	1951, 1955	9	47,921	27,584	Moderate Renovation
DeMille MS	MS	6-8	1,148	1955	24	106,770	4,432	Major Renovation
Dooley (New Elementary)	ES	K-5	1,015	2006	5	146,398	0	General Maintenance
Edison ES	ES	K-5	923	1935, 1950, 2000	6	64,795	480	Moderate Renovation
Emerson ES	ES	K-5	628	1952, 1955	10	46,210	13,440	General Maintenance
Franklin MS	MS	6-8	1,111	1924	7	106,831	6,720	Minor Renovation
Fremont ES	ES	K-5	410	1934, 1950	4	29,385	4,800	Moderate Renovation
Gant ES	ES	K-5	688	1949	11	41,766	13,824	Major Renovation
Garfield ES	ES	K-5	902	1935, 1945, 1948	8	64,455	26,280	Major Renovation
Gompers ES	ES	K-5	716	1952, 1958	10	56,396	10,376	Major Renovation
Grant ES	ES	K-5	1,259	1934, 1936, 1949	9	63,738	30,464	Moderate Renovation
Hamilton MS	MS	6-8	1,362	1952, 1956	16	95,362	22,720	Major Renovation
Harte ES	ES	K-5	1,109	1948	7	44,411	20,784	Moderate Renovation
Henry ES	ES	K-5	437	1951, 1955	10	47,459	13,552	Moderate Renovation
Hill MS	MS	6-8	1,089	1935, 1957	17	88,727	10,280	Major Renovation
Holmes ES	ES	K-5	616	1952	10	47,935	12,496	Major Renovation
Hoover MS	MS	6-8	1,124	1955	16	96,529	3,656	Moderate Renovation
Hudson K-8	K-8	K-8	1,084	1969	16	69,155	9,600	Major Renovation
Hughes MS	MS	6-8	1,414	1948, 1952	13	94,490	12,888	Moderate Renovation
International ES	ES	K-5	717	1998	4	74,748	0	General Maintenance
Jefferson MS	MS	6-8	1,084	1935, 1955, 1957	7	111,110	7,560	Major Renovation

Facility Data
Elementary, K-8 and Middle Schools

School	Type	Grades	2006 Enrollment	Year(s) Built	Acres	Perm SF	Port SF	Assessment Condition
Keller ES	ES	K-5	546	1954	10	48,615	11,040	Major Renovation
Kettering ES	ES	K-5	369	1956, 1959	10	37,360	8,936	Moderate Renovation
King ES	ES	K-5	983	1934, 1949	5	39,187	31,424	Moderate Renovation
Lafayette ES	ES	K-5	933	1936	4	41,012	19,016	Moderate Renovation
Lee ES	ES	K-5	967	1935, 1949	4	56,606	4,432	Moderate Renovation
Lincoln ES	ES	K-5	1,226	1935	6	36,781	29,136	Minor Renovation
Lindbergh MS	MS	6-8	1,114	1935, 1950	13	123,320	8,640	Minor Renovation
Lindsey MS (Sutter MS)	MS	6-8	528	1951, 1977, 2000	9	57,529	40,984	Major Renovation
Longfellow ES	ES	K-5	835	1935, 1945, 1950	6	46,342	12,112	Major Renovation
Los Cerritos ES	ES	K-5	469	1935, 1951	6	29,999	7,496	Moderate Renovation
Lowell ES	ES	K-5	663	1922, 1949, 1960	9	46,760	4,616	Moderate Renovation
MacArthur ES	ES	K-5	437	1942, 1950	10	50,108	13,256	Major Renovation
Madison ES	ES	K-5	612	1956	10	47,622	11,336	Moderate Renovation
Mann ES	ES	K-5	368	1935, 1950	4	40,507	3,840	Minor Renovation
Marshall MS	MS	6-8	1,138	1952	15	95,339	16,064	Major Renovation
McKinley ES	ES	K-5	894	1934, 1950	8	45,174	22,488	Major Renovation
Monroe K-8	K-8	K-8	921	1953	10	46,950	19,562	Major Renovation
Muir K-8	K-8	K-8	912	1945, 1948, 1951	7	53,466	20,776	Major Renovation
Naples ES	ES	K-5	249	1934	4	17,077	7,312	Moderate Renovation
Newcomb K-8	K-8	K-8	964	1934	14	55,476	13,072	Major Renovation
Powell K-8	K-8	K-8	1,436	2000	17	86,549	2,400	General Maintenance
Prisk ES	ES	K-5	540	1953, 1955	10	47,989	14,880	Minor Renovation
Riley ES	ES	K-5	589	1952	11	51,475	12,776	Major Renovation
Robinson K-8	K-8	K-8	989	1990	9	46,437	9,600	General Maintenance
Rogers MS	MS	6-8	895	1935, 1950	7	75,492	0	Minor Renovation
Roosevelt ES	ES	K-5	1,074	1935, 1949	4	35,269	27,924	Replace Building
Signal Hill ES	ES	K-5	756	1936, 1949, 1957, 1969	10	38,316	22,672	Major Renovation
Stanford MS	MS	6-8	1,414	1953	15	98,991	10,784	Moderate Renovation
Stephens MS	MS	6-8	1,356	1945, 1957	15	105,759	16,136	Major Renovation
Stevenson ES	ES	K-5	767	1934, 1952	3	43,314	10,096	Moderate Renovation
Tincher K-8	K-8	K-8	1,132	1954, 1955, 1960	11	56,582	25,440	Moderate Renovation
Tucker ES	ES	K-5	377	1954	7	33,388	18,352	Replace Building
Twain ES	ES	K-5	725	1935, 1949, 1955	15	54,157	12,496	Major Renovation
Washington MS	MS	6-8	1,007	1935, 1957	5	113,851	1,440	Moderate Renovation
Webster ES	ES	K-5	695	1951, 1955	13	44,026	23,816	Major Renovation
Whittier ES	ES	K-5	920	1935, 1950	5	46,104	24,520	Moderate Renovation
Willard ES	ES	K-5	893	1935	4	39,535	18,352	Minor Renovation
Totals:			61,918		682	4,400,489	1,015,502	

Facility Data
High Schools

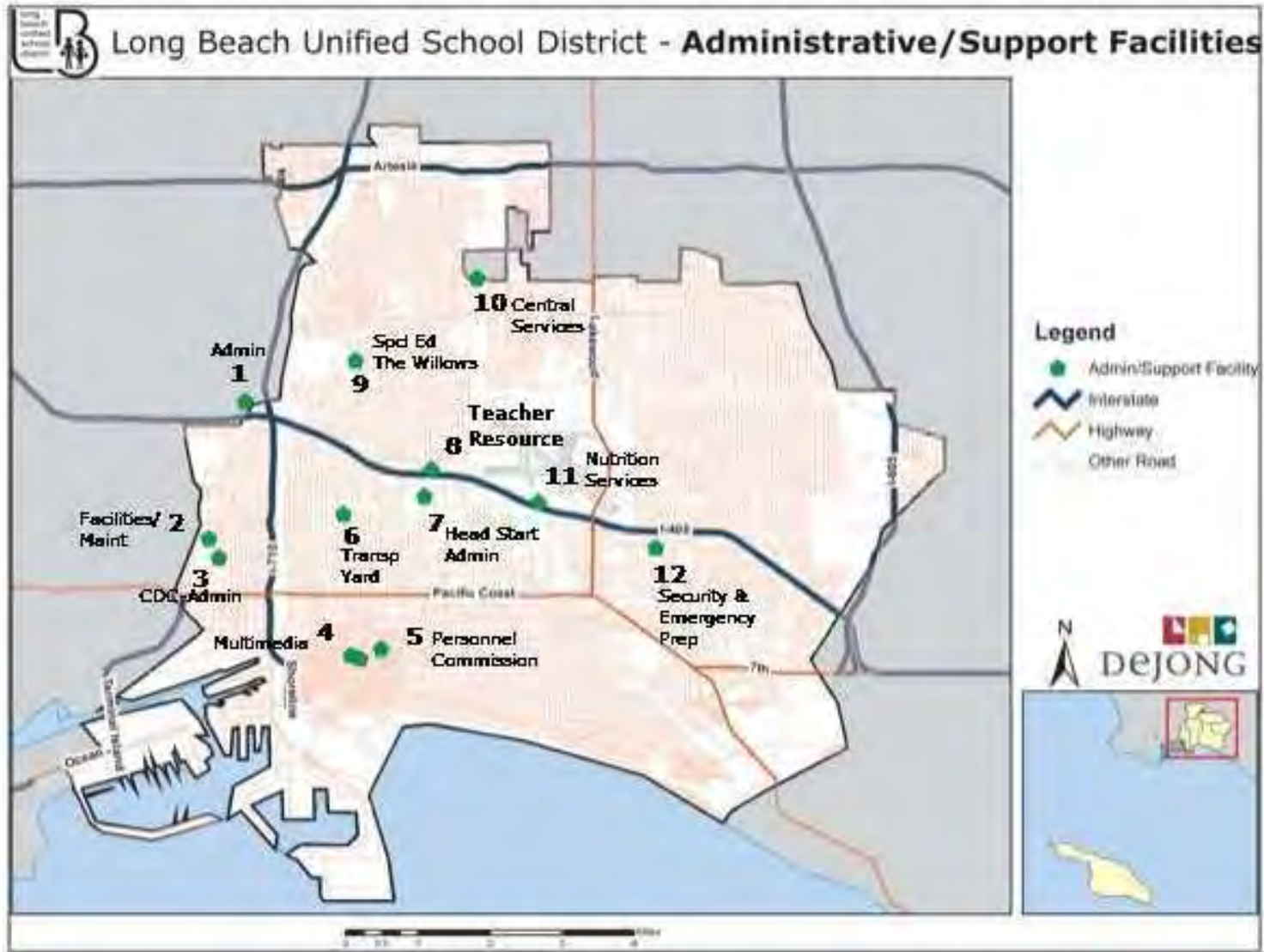| School	Type	Grades	2006 Enrollment	Year(s) Built	Acres	Perm SF	Port SF	Assessment Condition
Cabrillo HS	HS	9-12	3,878	2000	56	304,662	13,920	General Maintenance
CAMS	HS Other	9-12	617	2003	71	31,909	0	General Maintenance
EPHS	HS Other	9-12	743	0	0	0	0	NA
Jordan Academy HS	HS	9	1,055	2001	9	58,352	0	General Maintenance
Jordan HS	HS	9-12	3,083	1935, '49, '52, '62, '74, '90	27	282,142	31,680	Major Renovation
Lakewood HS	HS	9-12	4,278	1957, 1964, 1993	32	352,669	38,160	Moderate Renovation
Millikan HS	HS	9-12	4,196	1956, 1964, 1991	34	353,099	26,400	Major Renovation
PAAL	HS Other	11-12	405	1996	2	0	28,760	General Maintenance
Polytechnic HS	HS	9-12	4,297	1937, '51, '58, '61, '79, '89	26	376,740	30,720	Moderate Renovation
Reid	HS Other	9-12	333	1965	3	18,000	0	Replace Building
Renaissance HS	HS Other	9-12	510	1935, 1940	4	73,746	12,296	Moderate Renovation
Wilson HS	HS	9-12	4,451	1924, '29, '48, '56, '75, '93	28	322,053	41,760	Moderate Renovation
			27,846		292	2,173,372	223,696	

Administrative / Support Facilities

The Long Beach Unified School District operates with 12 administration and support sites. The sites are categories as follows and each listed in the table below.

I.   Administration

II.   Support Services

III. Special Programs

IV.   Early Childhood

V.   Adult Education

	Baseline Facility Data								
	Administrative & Support Facilities								
Map #	Site	Address	**Acres**	**# Bldgs**	**Built**	**Leased**	**Square Footage**	**# Floors**	**Condition**
1	**Administration**	1515 Hughes Way	**1.1**	**1**	**1996**	**N**	**78,936**	**4**	**General Maintenance**
2	**Facilities & Maintenance**	2425 Webster Avenue	**5.9**	**5**	**1988**	**N**	**55,080**	**1**	**Minor Renovation**
3	**CDC Administration**	2209 Seabright Avenue	**1.75**	**1**	**1940**	**N**	**4,705**	**1**	**Major Renovation**
4	**Multimedia Service**	880 Locust Avenue	**0.3**	**1**	**1936**	**N**	**12,406**	**1**	**Major Renovation**
5	**Personnel Commission**	999 Atlantic Avenue	**0.35**	**1**	**1989**	**N**	**19,700**	**3**	**Minor Renovation**
6	**Transportation Yard**	2700 Pine Avenue	**0.23**	**1**	**1950**	**N**	**10,000**	**1**	**Major / Replace**
7	**Head Start Administration**	2898 Orange Avenue	**0.37**	**1**	*****	**Y**	**16,106**		**Major Renovation**
8	**Teacher Resource Center**	1299 East 32nd Street	**0.51**	**23**	**1994**	**N**	**22,080**	**1**	**Minor Renovation**
9	**Special Ed - The Willows**	4310 Long Beach Boulevard	**0.41**	**1**	*****	**N**	**18,000**	**2**	**Moderate Renovation**
10	**Central Services**	2201 East Market Street	**8.09**	**1**	**1988**	**N**	**151,147**	**1**	**Minor Renovation**
11	**Nutrition Services**	3333 Airport Way	**3.66**	**1**	**1993**	**N**	**138,000**	**2**	**General Maintenance**
12	**Security & Emergency Prep.**	5250 Los Coyotes Diagonal	**0.22**	**6**	*****	**N**	**9,643**	**1**	**Major Renovation**

Long Beach Unified School District - **Administrative/Support Facilities**

Legend
- Admin/Support Facility
- Interstate
- Highway
- Other Road

Option A – Consolidate facilities to improve efficiencies

1. **New Center for Academic Excellence**

    a. Curriculum Instruction
    b. Special Education
    c. Board Meetings
    d. Conference Areas

2. **Center for Support Operations**
    a. Maintenance / Custodial
    b. Transportation

3. **Incorporate Pre-K into traditional Elementary**
    a. Head Start
    b. CDC

Option B – Nominal improvements to existing buildings

Keep what currently exists and improve facility conditions.

Community Dialogue #1 - Educational Framework

During the month of November 2006, the first round of community dialogues was held in each of six planning areas in the Long Beach Unified School District. These planning areas include: Jordan, Lakewood, Millikan, Cabrillo, Poly, and Wilson. The dialogues were designed to gain insight and understanding of public preferences regarding academic and facility topics. Some questions asked focused on school size, grade arrangement and renovation versus new construction of schools.

At the community dialogues, participants responded to questions individually and in small groups. To expand the level of participation, questionnaires were distributed at schools and other locations within each planning area as well as an on-line version of the questionnaire was posted. All completed questionnaires were tallied and an analysis was conducted of individual, group, and web responses.

This district-wide summary document represents results of similar questions asked in each of the six planning areas. In some instances the intent of questions are the same. However, the questions are worded differently. In these cases, the results for similar questions are shown on the right or below. Please note that planning area committees developed the final version of the questionnaire for their area.

For specific results of individual planning areas, please refer to the individual planning areas community dialogue #1 results report.

Grade Configuration & School Size

PLANNING AREA	GRADE CONFIGURATION	SCHOOL SIZE
JORDAN*	K-5, 6-8, 9-12, or K-6, 7-9, 10-12	ES: 300-700 MS: 600-900 K-8: 600-900 HS: 1,000-2,000
LAKEWOOD	K-5, 6-8, 9-12 or K-6, 7-9, 10-12	ES: 300-500 MS: 600-900 K-8: 600-900 HS: 1,000-3,000
MILLIKAN	K-6, 7-9, 10-12, or K-5, 6-8, 9-12	ES: 300-700 MS: 600-900 K-8: 600-900 HS: 1,000-3,000
CABRILLO	K-5, 6-8, 9-12	ES: 300-500 MS: 600-900 K-8: 600-1,200 HS: 1,000-3,000
POLYTECHNIC	K-5, 6-8, 9-12	ES: 500-700 MS: 600-900 K-8: 600-900 HS: 2,000-3,000
WILSON	K-5, 6-8, 9-12, or K-6, 7-9, 10-12	ES: 200-500 MS: 300-900 K-8: 600-900 HS: 1,000-3,000
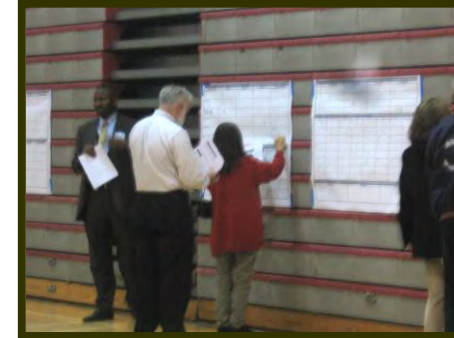
*The Jordan CD 1 questionnaire also asked about preferred class size. Responses indicated a preference of the following class sizes:
- ES: 20-25
- MS: 20-25 or 25-30
- HS: 20-25 or 25-30

Pre-Kindergarten & Kindergarten

PLANNING AREA	PRE-KINDERGARTEN	KINDERGARTEN
JORDAN	Half-day	Full- day
LAKEWOOD	Half-day	N/A
MILLIKAN	Half-day	N/A
CABRILLO	Half-day	Full- day
POLYTECHNIC	Half-day	Full- day
WILSON	Half-day	N/A

Overall Organizational Structure & High School Organizational Structure

*The Jordan CD 1 questionnaire also asked about Jordan Freshman Academy. Responses indicated a preference for this school to continue as a separate facility.

PLANNING AREA	OVERALL ORGANIZATION	HIGH SCHOOL ORGANIZATION
JORDAN*	Elementary & Middle: Neighborhood Schools High: School of Choice	Traditional comprehensive, small learning communities, comprehensive and without boundaries
LAKEWOOD	Elementary, Middle, & High: Neighborhood Schools & Schools of Choice	Small Learning Communities, Traditional High Schools
MILLIKAN	Elementary, Middle, & High: Neighborhood Schools & Schools of Choice	Small Learning Communities, Traditional High Schools
CABRILLO	Elementary, Middle, & High: Neighborhood Schools & Schools of Choice	Small Learning Communities, school of choice
POLYTECHNIC	Elementary – Neighborhood, Middle – School of choice, High – School of choice	N/A
WILSON	Elementary, Middle, & High: Neighborhood Schools	Classical/current model, college prep, schools within schools

Renovate vs. Replace & Consideration of School Consolidation

PLANNING AREA	RENOVATE vs. REPLACE	SCHOOL CONSOLIDATION
JORDAN	Most cost effective option	Safety, number of students
LAKEWOOD*	Most cost effective option. When the cost to renovate exceeds 67% of the replacement cost.	Safety, Number of Students, Academic Achievement MS: 600-900
MILLIKAN	Most cost effective option	Safety, Number of Students, Building Condition, Utilization & Enrollment, #of Students in Attendance Area
CABRILLO	Replace when cost to renovate exceeds 67% replacement cost	Safety, Number of Students, academic achievement and utilization.
POLYTECHNIC	The most cost effective	N/A
WILSON	The most cost effective, renovate even if cost is more than new building	Safety, consider location when consolidating, consider block schedule

*The Lakewood CD 1 questionnaire also asked about equity of school facilities. Responses indicated that it is important to provide equity/parity of school facilities.

This questionnaire also addressed traffic pattern concerns. Reponses indicated that all plans should address safety.

Co-Funding/Sharing Facilities, Ensuring "Right Sized" Schools, & Space for Other Programs

PLANNING AREA	CO-FUNDING/SHARING FACILITIES	ENSURING "RIGHT SIZED" SCHOOLS	SPACE FOR OTHER PROGRAMS
JORDAN*	Yes, with clear parameters	N/A	Vocational/career and technical programs, college classes/university professional development
LAKEWOOD	Yes, with clear parameters	Elementary, Middle, and High: Locate schools where the students are or change grade configurations, number of bungalows/portables, change attendance boundaries to meet the needs of the school population	Vocational & Technical Education Programs, Continuation High School, College classes, Public Library, Parks & Recreation
MILLIKAN	Yes, with clear parameters	Elementary, Middle, and High: Locate schools where the students are or change grade configurations, number of bungalows/portables, change attendance boundaries to meet the needs of the school population	Vocational & Technical Education Programs, Continuation High School, College classes, Public Library, Parks & Recreation
CABRILLO	Yes, with clear parameters	Elementary, Middle, and High: Locate schools where the students are or change grade configurations, number of bungalows/portables, change attendance boundaries to meet the needs of the school population	Vocational & Technical Education Programs, college classes/university professional development needs, Youth and Independent Sports League
POLYTECHNIC	Yes, with clear parameters	N/A	N/A
WILSON	Yes, with clear parameters	Elementary, Middle, and High: Locate schools where the students are	Before & after school programs, College/University professional development, vocational/career and technical programs

Walking to School

*The Lakewood CD 1 questionnaire also asked how much time students should spend on the bus.. Responses indicated the following preferences:
- Elementary – 15 minutes or less
- Middle – 30 minutes or less
- High – 30 minutes or less

PLANNING AREA	WALKING TO SCHOOL
JORDAN	Elementary: Under 1 mile Middle School: 1 to 1 ½ miles High School: Under 2 miles
LAKEWOOD*	Elementary: Under 1 mile Middle School: 1 to 1 ½ miles High School: 1 to 2 miles
MILLIKAN	Elementary: Under 1 mile Middle School: 1 to 1 ½ miles High School: 1 ½ to 2 miles
CABRILLO	Elementary: Under 1 mile Middle School: 1 to 1 ½ miles High School: 1 to 1 ½ miles
POLYTECHNIC	Elementary: Under 1 mile Middle School: 1 to 1 ½ miles High School: 1 ½ to 2 miles
WILSON	Elementary: Under 1 mile Middle School: Under 1 ½ miles High School: 1 ½ to 2 miles

Bungalows & Air Conditioning Schools

PLANNING AREA	HOW LONG TO USE BUNGALOWS	AIR CONDITIONING
JORDAN*	Used less than 5 years before permanent replacement	Install as buildings are renovated or replaced
LAKEWOOD	5 – 10 Years	Yes – Buildings undergoing a full renovation or to be replaced should be air conditioned
MILLIKAN	N/A	Yes – Buildings undergoing a major renovation or to be replaced should be air conditioned
CABRILLO	N/A	Yes – Buildings undergoing a full renovation or to be replaced should be air conditioned
POLYTECHNIC	Less than 5 years	Yes – Buildings undergoing a major renovation or to be replaced should be air conditioned
WILSON	Used less than 5 years or 5-10 years before permanent replacement	Yes – Buildings undergoing a major renovation or built new

Community Dialogue #2 – Facility Options

During the month of March 2007, the second round of community dialogues were held in each of seven planning areas in the Long Beach Unified School District. The planning areas include: Jordan, Lakewood, Millikan, Cabrillo, Poly, Wilson, and Avalon. These dialogues were conducted in order to gain input from parents, students, teachers, and staff, and community members on future direction for improvement of schools in the Long Beach Unified School District. Questions focused on respondents thoughts on facility options and criteria for prioritizing school improvement projects.

At the community dialogues, participants responded to questions individually and in small groups. To expand the level of participation, questionnaires were distributed at schools and other locations within each planning area as well as an on-line version of the questionnaire was posted. All completed questionnaires were tallied and an analysis was conducted of individual group, and web responses.

This district-wide summary document represents results of similar questions asked in each of the seven planning areas. In some instances the intent of questions are the same. However, the questions are worded differently. In these cases, the results for similar questions are shown on the right or below. Please note that planning area committees developed the final version of the questionnaire for their area.

For specific results of individual planning areas, please refer to the individual planning area community dialogue #2 results report.

Please rate the importance of:

	Rating
A. Creating 21st Century learning environments	High
E. Upgrade / Expand instructional technology such as computer hardware & network infrastructure [servers, cabling, switches, etc.]	High
B. Having comparable facilities at every school [i.e. multipurpose room, gym, conference room, playground]	High / Moderate
D. Renovation of existing permanent buildings	High / Moderate
C. Replacing portables / bungalows with permanent construction	Moderate

	High	Moderate	Low	No Opinion
A. Creating 21st Century learning environments	75%	18%	4%	3%
B. Having comparable facilities at every school [i.e. multipurpose room, gym, conference room, playground]	65%	29%	5%	0%
C. Replacing portables / bungalows with permanent construction	49%	32%	18%	1%
D. Renovation of existing permanent buildings	63%	30%	5%	1%
E. Upgrade / Expand instructional technology such as computer hardware & network infrastructure [servers, cabling, switches, etc.]	77%	19%	3%	1%
F. Other	55%	9%	9%	27%

Please rank order the following criteria for determining the priority in which schools are renovated and built new.

Choice	
1	Condition of permanent buildings
2	Number of students currently housed
3	Age of permanent buildings
4	Additions / new schools to address overcrowding
5	Renovation of schools
6	Number of portables on site
7	Air conditioning

	1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice	6th Choice	7th Choice	8th Choice	9th Choice (Poly only)	No Opinion
A. Age of permanent buildings	17%	18%	15%	12%	14%	10%	10%	3%	1%	1%
B. Condition of permanent buildings	46%	26%	11%	9%	4%	2%	1%	0%	0%	0%
C. Number of portables on site	9%	15%	17%	19%	11%	14%	10%	4%	1%	1%
D. Number of students currently housed	21%	21%	20%	12%	12%	8%	5%	0%	0%	1%
E. Renovation of schools	14%	12%	13%	20%	16%	14%	7%	1%	0%	2%
F. Additions / new schools to address overcrowding	22%	16%	13%	8%	13%	14%	10%	3%	1%	1%
G. Air conditioning	22%	9%	11%	6%	9%	16%	16%	8%	1%	1%
H. Number of students based on out of area attendance (Poly only)	11%	12%	14%	5%	10%	10%	16%	20%	1%	1%
I. Other	13%	3%	3%	3%	2%	2%	3%	10%	0%	61%

Assuming that priorities need to be established and school facility improvements are completed in phases, rank the following grade level groupings in the order that improvements should occur.

	Phase
Elementary Schools [K-5]	
High Schools [9-12]	1
Combination of Grade Levels	
Middle Schools [6-8]	2
K-8 Schools	3

	Phase I	Phase II	Phase III	No Opinion
A. Elementary Schools [K-5]	44%	21%	27%	7%
B. Middle Schools [6-8]	9%	54%	30%	7%
C. K-8 Schools	20%	34%	37%	8%
D. High Schools [9-12]	47%	20%	24%	9%
E. Combination of A,B,C,D	52%	14%	15%	19%
F. Other	30%	17%	7%	47%

How should Pre-Kindergarten be provided for children in the Long Beach Unified School District?

Priority Order
A. Offered at all elementary schools [K-5 and K-8]
C. Offered at one Pre-Kindergarten Center in each planning area
B. Offered at select elementary schools [K-5 and K-8]

A. Offered at all elementary schools [K-5 and K-8]	49%
B. Offered at select elementary schools [K-5 and K-8]	20%
C. Offered at one Pre-Kindergarten Center in each planning area	23%
D. Other	8%

HIGH SCHOOL OPTIONS
Please rate the desirability of each option for high schools.

	High	Moderate	Low	No Opinion
A. Option A	28%	40%	27%	4%
B. Option B	50%	30%	16%	3%
C. Option C	25%	23%	48%	4%
D. Option D	19%	22%	46%	12%
E. Option E: Combination of Options	24%	10%	21%	46%
F. Other	6%	0%	3%	91%

Options	Rating
Option B	High
Option A	Moderate
Option C	Low
Option D	Low
Option E: Combination of Options	No Opinion

Please rank the following options for high schools.

	1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice	6th Choice	No Opinion
A. Option A	26%	31%	24%	13%	1%	2%	3%
B. Option B	49%	24%	15%	7%	1%	1%	4%
C. Option C	22%	20%	29%	18%	4%	3%	4%
D. Option D	9%	19%	15%	37%	5%	9%	6%
E. Option E: Combination of Options	16%	6%	9%	7%	24%	11%	26%
F. Other	5%	3%	3%	0%	11%	8%	71%

Options	Choice
Option B	1
Option A	2
Option C	3
Option D	4
Option E: Combination of Options	5

For high schools, please rate the importance of:

	High	Moderate	Low	No Opinion
A. Creating 21st Century learning environments	74%	18%	4%	4%
B. Having comparable facilities at every school [i.e. multipurpose room, gym, conference room, playground]	60%	29%	10%	1%
C. Replacing portables / bungalows with permanent construction	39%	37%	22%	2%
D. Renovation of existing permanent buildings	52%	40%	6%	2%
E. Upgrade / Expand instructional technology such as computer hardware & network infrastructure [servers, cabling, switches, etc.]	71%	24%	4%	2%
F. Other	33%	8%	6%	53%

	Rating
A. Creating 21st Century learning environments	High
E. Upgrade / Expand instructional technology such as computer hardware & network infrastructure [servers, cabling, switches, etc.]	High
C. Replacing portables / bungalows with permanent construction	Moderate
B. Having comparable facilities at every school [i.e. multipurpose room, gym, conference room, playground]	High / Moderate
D. Renovation of existing permanent buildings	High / Moderate

Please rank order the following criteria for determining the priority in which high schools are renovated and built new.

	1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice	6th Choice	7th Choice	8th Choice	9th Choice (Poly only)	No Opinion
A. Age of permanent buildings	20%	15%	16%	14%	10%	12%	9%	2%	1%	1%
B. Condition of permanent buildings	48%	24%	12%	9%	4%	2%	1%	0%	1%	1%
C. Number of portables on site	10%	16%	21%	15%	15%	11%	9%	2%	0%	2%
D. Number of students currently housed	26%	23%	17%	16%	8%	7%	2%	1%	0%	1%
E. Renovation of schools	14%	14%	14%	17%	20%	12%	6%	2%	0%	2%
F. Additions / new schools to address	22%	19%	11%	8%	12%	14%	10%	2%	0%	2%
G. Air conditioning	18%	13%	10%	7%	8%	16%	22%	5%	0%	1%
H. Number of students based on out of area attendance (Poly only)	9%	15%	8%	6%	7%	6%	10%	20%	1%	17%
I. Other	27%	0%	0%	0%	0%	0%	0%	9%	9%	55%

Choice	
1	Condition of permanent buildings
2	Number of students currently housed
3	Age of permanent buildings
4	Additions / new schools to address
5	Renovation of schools
6	Number of portables on site
7	Air conditioning

Please indicate the priority order for addressing high schools.

A. CA Academy of Math and Science HS	2%
B. Cabrillo HS	2%
C. Educational partnership HS	1%
D. Jordan Academy HS	3%
E. Jordan HS	14%
F. Lakewood HS	11%
G. Millikan HS	18%
H. Poly Academy of Accelerated Learning (PAAL) HS	6%
I. Polytechnic HS	19%
J. Reid HS	4%
K. Renaissance HS	3%
L. Wilson HS	18%

Priority Order
1. Polytechnic HS
2. Wilson HS
2. Millikan HS
4. Jordan HS
5. Lakewood HS
6. Poly Academy of Accelerated Learning (PAAL) HS
7. Reid HS
8. Renaissance HS
9. Jordan Academy HS
10. Cabrillo HS
11. CA Academy of Math and Science HS
12. Educational Partnership HS

Educational Specifications
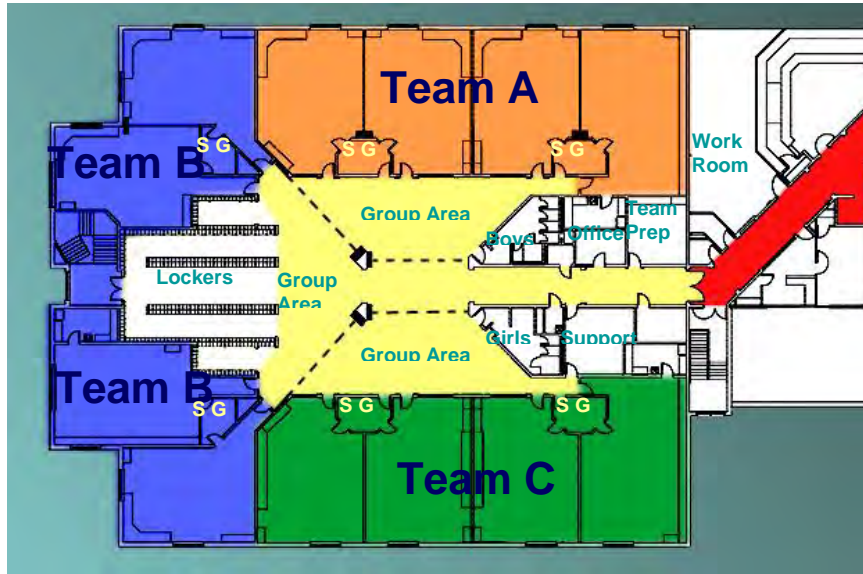
Long Beach Unified School District's Elementary School Educational Specifications represent the School District's guidelines and criteria for its new and newly renovated facilities. Elementary School Educational Specifications are designed to create smaller communities or pods within the larger community. Flexibility was important in the planning of the elementary educational specification and is reflected in the space requirements. The space requirements chart provides space for a 400, 550, 700, 850, or 1,000 student school. The school administration has the ability to choose which capacity is appropriate for each elementary facility.

Elementary School Educational Specifications Summary

An elementary school facility should provide a nurturing but challenging learning environment, incorporating a multitude of teaching/learning styles, and encouraging respect for every individual. The ultimate goal is to create an active learning environment where students can develop the necessary skills and aptitude to become life-long learners and be technologically literate.

Elementary School Space Requirements

The space requirements chart below lists program area to be included in an elementary school facility of 400, 550, 700, 850, and 1,000 students.

Average Class Size

PK	20
K	20
1	20
2	20
3	20
4	25
5	25
Average	**21.4**

Square Ft/Student

# Students	Total SF	SF per student
436	48,048	110.2
572	63,888	111.6
730	78,732	107.8
867	94,392	108.9
1,024	109,212	106.6

Average Class Size

PK	25
K	25
1	25
2	25
3	25
4	25
5	25
Average	**25.0**

Square Ft/Student

# Students	Total SF	SF per student
508	48,048	94.6
666	63,888	95.9
849	78,732	92.7
1,007	94,392	93.7
1,190	109,212	91.8

Elementary School Spaces	Suggested Spaces for 400 Students		Suggested Spaces for 550 Students		Suggested Spaces for 700 Students		Suggested Spaces for 850 Students		Suggested Spaces for 1,000 Students	
	TS*	Total SF	TS	Total SF	TS	Total SF	TS	Total SF	TS	Total SF
Core Academics	20	23,650	26	31,650	33	41,400	39	49,200	46	58,350
Special Needs	1	2,130	2	3,310	3	4,490	4	5,670	5	6,850
Media Center	0	3,250	0	3,250	0	3,750	0	3,850	0	4,350
Visual Art/Wet Lab	0	0	1	1,200	1	1,200	1	1,200	2	2,400
Music	1	1,400	1	1,400	1	1,400	2	2,600	2	2,600
Tech Ed/Computer	1	1,200	1	1,200	1	1,200	2	2,400	2	2,400
Welcome Center	0	2,210	0	2,580	0	3,320	0	3,440	0	3,560
Food Service	0	4,800	0	7,050	0	7,050	0	8,100	0	8,100
Custodial	0	1,400	0	1,600	0	1,800	0	2,200	0	2,400
Sub Total		**40,040**		**53,240**		**65,610**		**78,660**		**91,010**
Building Services, Circulation, etc.	20.0%	8,008	20.0%	10,648	20.0%	13,122	20.0%	15,732	20.0%	18,202
Total	**23**	**48,048**	**31**	**63,888**	**39**	**78,732**	**48**	**94,392**	**57**	**109,212**

*Teaching Station

CAPACITY CALCULATIONS Based on Class Size Average of 21.4

Regular TS [Teaching Stations]	20	26	33	39	46
Students Per TS	21.4	21.4	21.4	21.4	21.4
Sub Total Regular	**428**	**556**	**706**	**835**	**984**
Special Needs TS	1	2	3	4	5
Students Per TS	8	8	8	8	8
Sub Total Special Needs	**8**	**16**	**24**	**32**	**40**
Total	**436**	**572**	**730**	**867**	**1,024**

CAPACITY CALCULATIONS Base on Class Size Average of 25.0

Regular TS [Teaching Stations]	20	26	33	39	46
Students Per TS	25	25	25	25	25
Sub Total Regular	**500**	**650**	**825**	**975**	**1150**
Special Needs TS	1	2	3	4	5
Students Per TS	8	8	8	8	8
Sub Total Special Needs	**8**	**16**	**24**	**32**	**40**
Total	**508**	**666**	**849**	**1,007**	**1,190**

This overall drawing provides an idea of how the entire building might be configured. The drawing is a conceptual diagram, applicable to both new construction and existing buildings.

The pod concept might be interpreted as separate floors, or wings, within existing or as new construction, as existing conditions and site constraints determine. The pods can be clustered by grade (2-3) or in learning communities (K-5). Some schools may be configured as primary learning centers. (PreK-2)
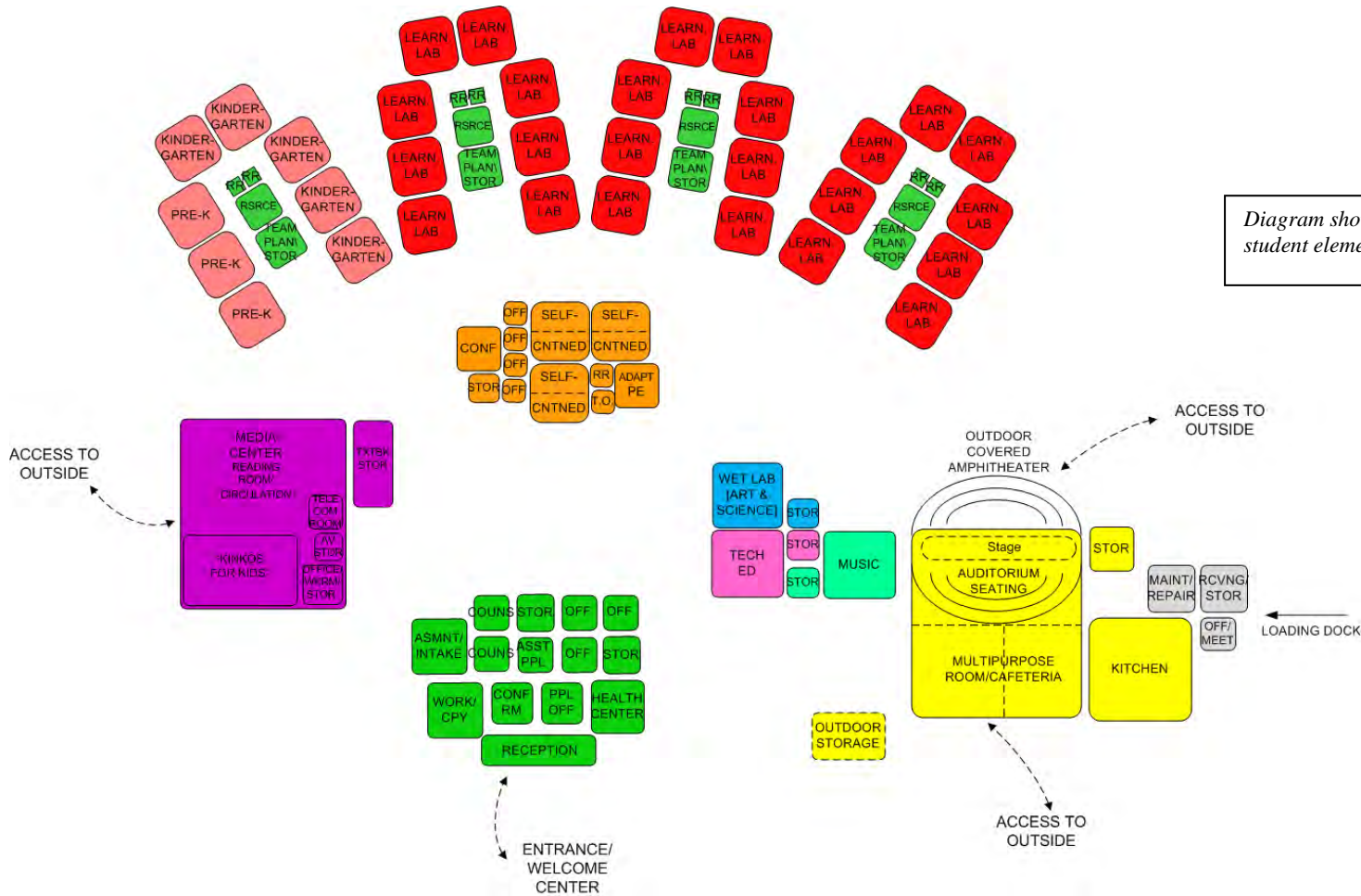

Diagram shows suggested spaces for a 700 student elementary school

The educational specifications are a description of spaces listed in the space requirements chart. New and/or renovated 6-8 facilities will need to be able to accommodate a variety of instructional concepts and program delivery options.

A key planning parameter in the creation of the Middle School Educational Specification is desired size of a middle school and the need for flexibility. To ensure this, the space requirements provide spaces for 700, 1000, 1400 students. These space requirements are designed to be broken down into smaller learning communities or pods.

Middle School Educational Specifications Summary

The middle school facility must fulfill a primary requirement: provide a unique and transitional learning environment. The facility should be designed and spatially organized to serve the program. At the same time, the design and construction methodology must include a high degree of flexibility to accommodate program changes in the future. At the same time, the middle school building must be organized in a manner which ensures a sense of belonging and a personalized educational experience for each student, designing small communities within the larger community.

Middle School Space Requirements

The space requirements chart below lists proposed spaces for 700, 1,000 and 1,400 students. The overall building drawing on the next page provides an idea of how the entire building might be configured.

Middle School Spaces	Proposed Spaces for 700 Students		Proposed Spaces for 1,000 Students		Proposed Spaces for 1,400 Students	
	TS*	Total SF	TS	Total SF	TS	Total SF
Core Academics	24	29,160	36	45,330	48	61,500
Special Needs	1	1,810	2	2,870	3	3,930
Media Center	0	4,200	0	4,500	0	5,000
Visual Arts	1	1,575	1	1,575	2	3,150
Music	1	1,500	2	3,100	2	3,500
Tech Ed	1	1,400	1	1,400	2	2,800
Physical Education	2	12,250	3	13,500	3	13,900
Administration	0	3,430	0	5,160	0	5,360
Food Service	0	6,350	0	8,350	0	9,550
Custodial	0	1,800	0	2,000	0	2,200
Sub Total		**63,475**		**87,785**		**110,890**
Building Services, Circulation, etc.	20.0%	12,695	20.0%	17,557	20.0%	22,178
Total	**30**	**76,170**	**45**	**105,342**	**60**	**133,068**

*Teaching Station

CAPACITY CALCULATIONS based on 27 students per classroom]   Class Size =27

					# Students	Total SF	SF per student
Regular TS [Teaching Stations]	24	36	48				
Students Per TS	27	27	27		659	76,170	115.6
Sub Total Regular	**648**	**972**	**1296**		994	105,342	106.0
Special Needs TS	1	2	3		1,329	133,068	100.1
Students Per TS	11	11	11				
Sub Total Special Needs	**11**	**22**	**33**				
Total	**659**	**994**	**1,329**				

CAPACITY CALCULATIONS based on 30 per classroom]   Class Size =30

					# Students	Total SF	SF per student
Regular TS [Teaching Stations]	24	36	48				
Students Per TS	30	30	30		731	76,170	104.2
Sub Total Regular	**720**	**1080**	**1440**		1,102	105,342	95.6
Special Needs TS	1	2	3		1,473	133,068	90.3
Students Per TS	11	11	11				
Sub Total Special Needs	**11**	**22**	**33**				
Total	**731**	**1,102**	**1,473**				

Overall Middle School Facility Drawing [1,000 Students]

- Exposing students to a more global sense of community to include cultural, academic, and interest diversity
- Providing a safe and orderly environment to foster a personal sense of community ownership and responsibility

The design and construction methodology must include a high degree of flexibility to accommodate program changes in the future. Furthermore, a high school building must be organized in a manner which ensures a sense of community and a personalized educational experience for each student. Therefore, large schools should be brought to human scale through the creation of smaller units or schools-within-schools where each student is well known and respected and stable relationships between teachers and students can be cultivated.

High School Educational Specifications Summary

The goal of high school education is to provide students with a rigorous and comprehensive academic program which will prepare them in becoming responsible and independent citizens of a global society.

The quality of the transitions that take place as the student moves from the more structured elementary school to the middle school environment and on to the high school is important to the student's emotional, mental, and physical development.

Focus, therefore, is centered on:
- Incorporation of thematic instruction
- Academic achievement
- Providing a variety of activities to explore greater possibilities for independent thinking

With this in mind, DeJONG took the flexible approach when creating an educational specification for high school facilities. The space requirements provide space for a schools-within-a-school concept for a total building capacity from 600 - 3,600 students. The space requirements allow for flexibility in organization.

The proposed Educational Specifications allow for:
- Traditional Department Delivery Model
- SWS/Cluster concept
- Career Tech focus
- Combination of approaches

SWS/Cluster Concept Requirements

The space requirements chart below lists the program areas to be included a traditional SWS/cluster concept for 600-3,600 students: schools of 600 students each and/or a career cluster school.

Space	School for 600		School for 1200		School for 1800		School for 2400		School for 3000		School for 3600	
	TS*	Total	TS	Total	TS	Total	TS	Total	TS	Total	TS	Total
School-within-School	19	26,080	38	52,160	57	78,240	76	104,320	95	130,400	114	156,480
Special Needs [Severe]	1	1,310	2	2,270	3	3,430	4	4,540	5	5,500	6	6,660
Media Center	0	5,775	0	10,300	0	12,700	0	15,325	0	18,425	0	18,750
Visual Arts	1	1,700	2	3,300	3	5,000	4	6,600	5	8,200	6	9,900
Music/Perf Arts	2	2,760	3	4,860	3	14,860	4	16,960	5	21,160	5	21,260
Physical Education	4	15,920	5	26,070	9	32,420	11	46,180	13	58,880	13	58,980
Career/Tech Ed	See SWS Spaces Above		See SWS Spaces Above		See SWS Spaces Above		See SWS Spaces Above		See SWS Spaces Above		See SWS Spaces Above	
Welcome Center/Administration		3,450		4,750		5,170		5,290		6,040		6,160
Food Service		9,110		12,810		12,760		14,560		16,360		17,110
Custodial		1,800		2,900		3,700		4,200		4,600		5,000
Sub Total Programmed Areas		**67,905**		**119,420**		**168,280**		**217,975**		**269,565**		**300,300**
Building Services, Circulation, etc	25%	16,976	25%	29,855	25%	42,070	25%	54,494	25%	67,391	25%	75,075
Total	**27**	**84,881**	**50**	**149,275**	**75**	**210,350**	**99**	**272,469**	**123**	**336,956**	**144**	**375,375**

*Teacahing Station

Capacity [27 Students]		Capacity		Capacity		Capacity		Capacity		Capacity		Capacity
Regular Teaching Stations	24	648	44	1188	66	1782	87	2349	108	2916	126	3402
Special Needs	2	26	4	52	6	78	8	104	10	130	12	156
Special Needs Severe	1	9	2	18	3	27	4	36	5	45	6	54
Total Capacity	**27**	**683**	**50**	**1258**	**75**	**1887**	**99**	**2489**	**123**	**3091**	**144**	**3612**
Sq Ft Per Student		**SF per student**		**SF per student**		**SF per student**		**SF per student**		**SF per student**		**SF per student**
Students												
683		**124.3**		**118.7**		**111.5**		**109.5**		**109.0**		**103.9**

Capacity [35 Students]		Capacity		Capacity		Capacity		Capacity		Capacity		Capacity
Regular Teaching Stations	24	840	44	1540	66	2310	87	3045	108	3780	126	4410
Special Needs	2	26	4	52	6	78	8	104	10	130	12	156
Special Needs Severe	1	9	2	18	3	27	4	36	5	45	6	54
Total Capacity	**27**	**875**	**50**	**1610**	**75**	**2415**	**99**	**3185**	**123**	**3955**	**144**	**4620**
Sq Ft Per Student		**SF per student**		**SF per student**		**SF per student**		**SF per student**		**SF per student**		**SF per student**
Students												
875		**97.0**		**92.7**		**87.1**		**85.5**		**85.2**		**81.3**

Long Beach Unified School District

Building on Success: Schools for the Next Generation
**Overall SWS/Cluster Concept Facility Drawing
[sample 2,400 student school]**

Facility Master Plan – Final Report

Note: The functional relationships are diagrammatic only. Further interpretation of these relationships shall be implemented by the design professional.