

Building on Success:
Schools for the Next Generation



Long Beach Unified School District
Community Dialogue I Results Report
LAKEWOOD—PLANNING AREA B

Summary

long
beach
unified
school
district

December 2006

Introduction

Long Beach Unified School District, in an effort to improve and update its school facilities, has engaged in a facility master planning process. On Monday, November 27, 2006, a community dialogue was held. The purpose of this community dialogue was to gain broad-based input regarding district-wide academic and facility topics. Approximately 58 parents, students, district officials, administrators and staff, community and business representatives, and other educational stakeholders and supporters were in attendance. There were 58 Lakewood questionnaires completed and turned in at the community dialogue. To increase input opportunities, members of the Lakewood Planning Committee were given questionnaires for distribution at their place of employment, community and other locations. The total number of individual questionnaire reflects additional ones distributed and collected by Lakewood Planning Area Committee members.

This document represents the results of the 65 individual and group questionnaires completed and collected at the November 27th community dialogue. Of the 65 questionnaires, 58 were individually completed and seven were completed by small groups. A web version of the questionnaire was posted from November 28th through December 22nd. During this time, 189 questionnaires were completed online. Within this document are the results of the individual, group, and web questionnaires completed for the Lakewood Planning Area. In addition, questions posed to participants, summary of comments and percentages and statistical summary of responses are included within this document. Some percentages may not total 100% due to rounding.





Questionnaire Results

1. The average size of current elementary schools in the Lakewood Planning Area is 600 students. What do you believe is the most appropriate size (number of students) for an elementary school (K-5)?

Summary: *Seventy-eight percent of individual respondents expressed a desire for elementary schools to house 300-500 students, while seventy percent indicated that 500-700 students are the most appropriate size. Comparatively, fifty-seven percent of group respondents and fifty percent of web-respondents also favored elementary schools of 300-500 students.*

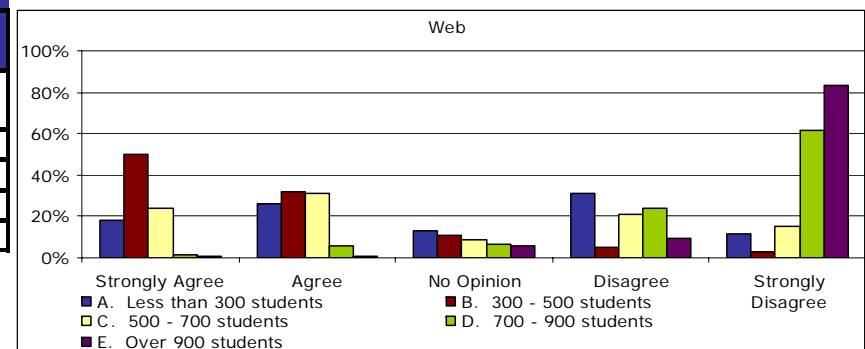
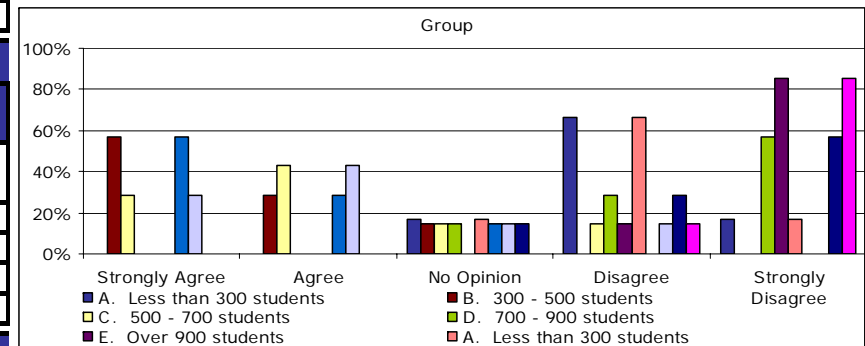
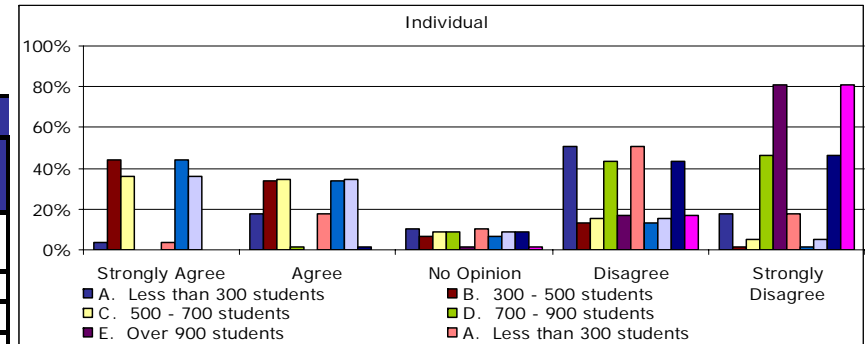
Comments reiterated support for small elementary schools. Respondents written comments expressed a desire for small learning communities to create a sense of community and personalization. Further, comments reflect an opinion that elementary schools of 300-700 students could improve relationships among students and teachers and prevent safety issues.



Individual Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Less than 300 students	4%	18%	11%	51%	18%
B. 300 - 500 students	44%	34%	7%	14%	2%
C. 500 - 700 students	36%	34%	9%	16%	5%
D. 700 - 900 students	0%	2%	9%	43%	47%
E. Over 900 students	0%	0%	2%	17%	81%

Group Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Less than 300 students	0%	0%	17%	67%	17%
B. 300 - 500 students	57%	29%	14%	0%	0%
C. 500 - 700 students	29%	43%	14%	14%	0%
D. 700 - 900 students	0%	0%	14%	29%	57%
E. Over 900 students	0%	0%	0%	14%	86%

Web Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Less than 300 students	18%	26%	13%	31%	11%
B. 300 - 500 students	50%	32%	11%	5%	3%
C. 500 - 700 students	24%	31%	9%	21%	15%
D. 700 - 900 students	2%	6%	7%	24%	62%
E. Over 900 students	1%	1%	6%	9%	83%





2. The average size of current middle schools in the Lakewood Planning Area is 1,200 students. What do you believe is the most appropriate size (number of students) for a middle school (6-8)?

Summary: *Forty-four percent of individual respondents, eighty-eight percent of group respondents, and forty-five percent of web respondents strongly favored middle schools of house 600-900 students.*

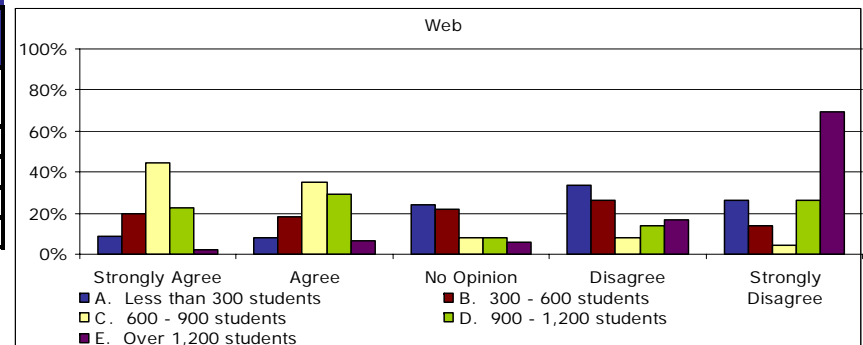
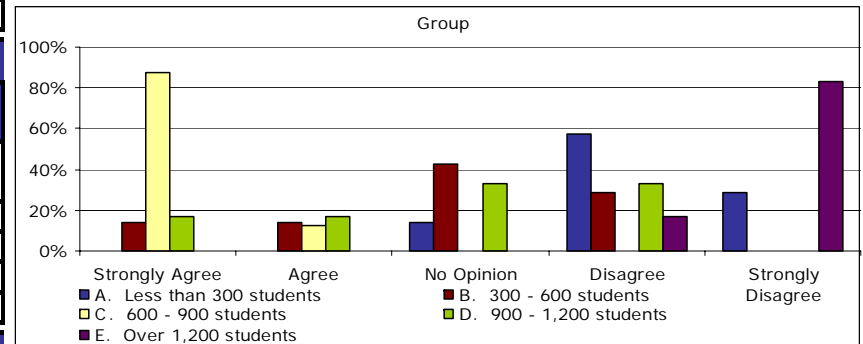
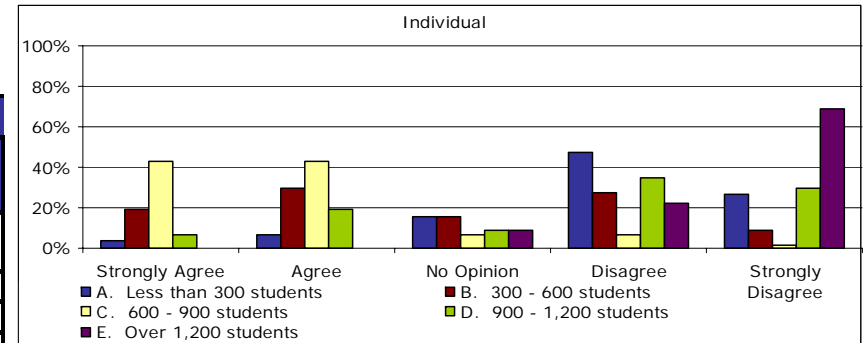
Individual comments state that small learning communities allow learning to increase, more personalization between students and teacher, and prevent children from getting lost in the crowd. Further comments indicate that although middle schools should have small learning communities, they should also have enough students to allow for a variety of electives to be offered.



Individual Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Less than 300 students	4%	7%	16%	47%	26%
B. 300 - 600 students	19%	29%	16%	28%	9%
C. 600 - 900 students	43%	43%	7%	7%	2%
D. 900 - 1,200 students	7%	19%	9%	35%	30%
E. Over 1,200 students	0%	0%	9%	22%	69%

Group Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Less than 300 students	0%	0%	14%	57%	29%
B. 300 - 600 students	14%	14%	43%	29%	0%
C. 600 - 900 students	88%	13%	0%	0%	0%
D. 900 - 1,200 students	17%	17%	33%	33%	0%
E. Over 1,200 students	0%	0%	0%	17%	83%

Web Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Less than 300 students	8%	8%	24%	34%	26%
B. 300 - 600 students	20%	18%	22%	26%	14%
C. 600 - 900 students	45%	35%	8%	8%	5%
D. 900 - 1,200 students	23%	29%	8%	14%	26%
E. Over 1,200 students	2%	6%	6%	17%	69%



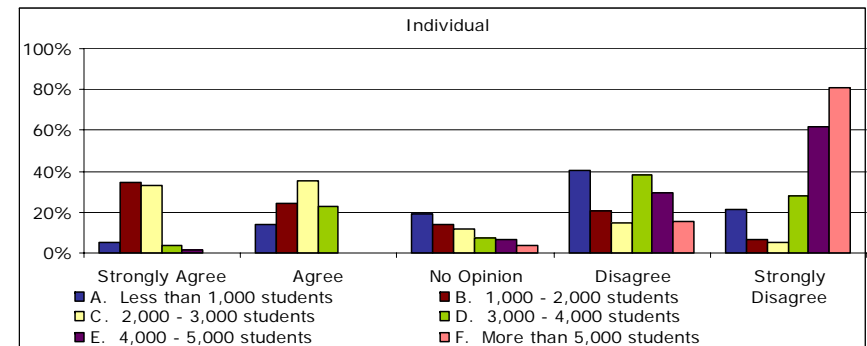


3. The size of the current high school is over 4,000 students. What do you believe is the most appropriate size (number of students) for a high school (9-12)?

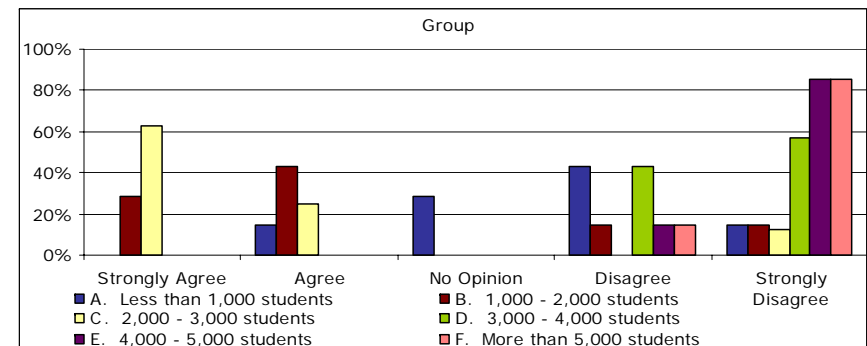
Summary: Sixty-eight percent of individuals, eighty-eight percent of groups, and eighty-two percent of web respondents agreed that 2000-3000 students is the most appropriate size for a high school.

Comments reiterate the desire for smaller high schools stating that this would help with overcrowding issues, allow better student and teacher relationships, and help to provide a sense of community. Further comments state that smaller learning communities could prevent children from falling through the cracks and increase learning opportunities.

Individual Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Less than 1,000 students	5%	14%	19%	40%	21%
B. 1,000 - 2,000 students	34%	24%	14%	21%	7%
C. 2,000 - 3,000 students	33%	35%	12%	15%	5%
D. 3,000 - 4,000 students	4%	23%	7%	39%	28%
E. 4,000 - 5,000 students	2%	0%	7%	29%	62%
F. More than 5,000 students	0%	0%	3%	16%	81%

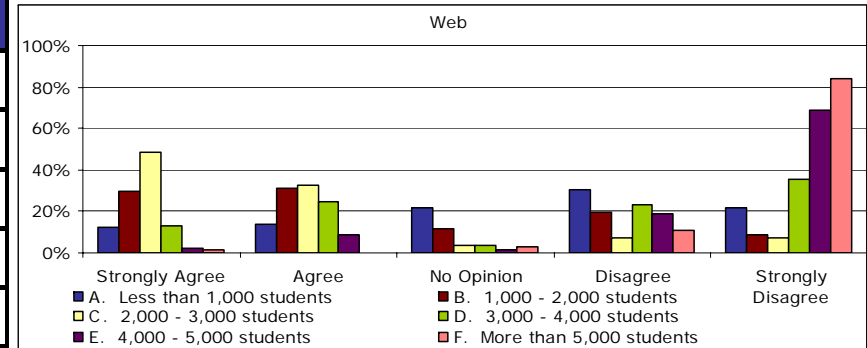


Group Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Less than 1,000 students	0%	14%	29%	43%	14%
B. 1,000 - 2,000 students	29%	43%	0%	14%	14%
C. 2,000 - 3,000 students	63%	25%	0%	0%	13%
D. 3,000 - 4,000 students	0%	0%	0%	43%	57%
E. 4,000 - 5,000 students	0%	0%	0%	14%	86%
F. More than 5,000 students	0%	0%	0%	14%	86%





Web Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Less than 1,000 students	12%	14%	22%	30%	22%
B. 1,000 - 2,000 students	30%	31%	11%	20%	8%
C. 2,000 - 3,000 students	49%	33%	4%	7%	8%
D. 3,000 - 4,000 students	13%	25%	4%	23%	35%
E. 4,000 - 5,000 students	2%	8%	2%	19%	69%
F. More than 5,000 students	2%	0%	3%	11%	84%





4. What do you believe is most appropriate size (number of students) for a K-8 school?

Summary: *Seventy-eight percent of individual respondents expressed desire for K-8 schools of 600-900 students. Likewise, seventy-five percent of group participants and sixty-eight percent of web respondents also favored K-8 schools of 600-900 Students.*

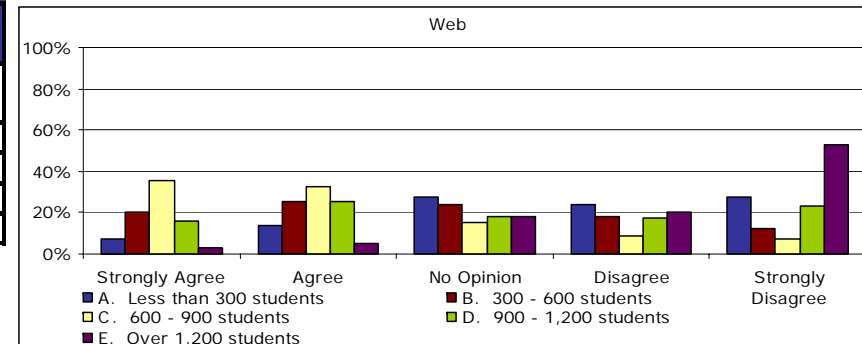
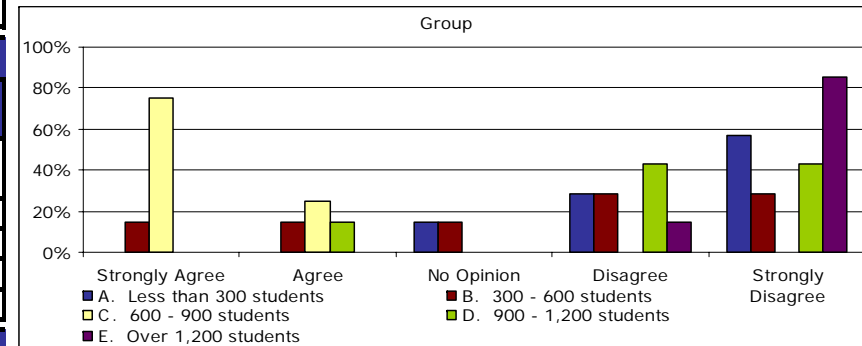
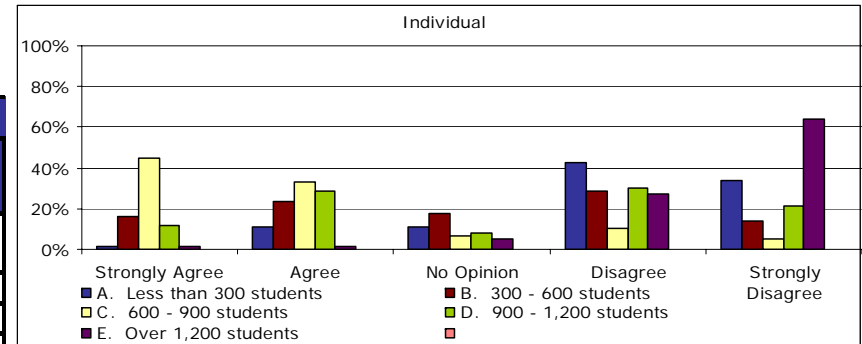
Participant's written comments stated K-8 schools should be large enough to offer a variety of electives as well as small enough to have a community feeling. Further comments reiterate positive results to having small learning communities as, better teacher and student connection as well as quality learning. Other comments reflect opposition for K-8 schools in general.



Individual Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Less than 300 students	2%	11%	11%	43%	34%
B. 300 - 600 students	16%	23%	18%	29%	14%
C. 600 - 900 students	45%	33%	7%	10%	5%
D. 900 - 1,200 students	12%	28%	8%	30%	22%
E. Over 1,200 students	2%	2%	5%	27%	64%

Group Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Less than 300 students	0%	0%	14%	29%	57%
B. 300 - 600 students	14%	14%	14%	29%	29%
C. 600 - 900 students	75%	25%	0%	0%	0%
D. 900 - 1,200 students	0%	14%	0%	43%	43%
E. Over 1,200 students	0%	0%	0%	14%	86%

Web Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Less than 300 students	8%	14%	27%	24%	27%
B. 300 - 600 students	20%	26%	24%	18%	12%
C. 600 - 900 students	35%	33%	15%	9%	8%
D. 900 - 1,200 students	16%	26%	18%	17%	23%
E. Over 1,200 students	3%	5%	18%	21%	53%





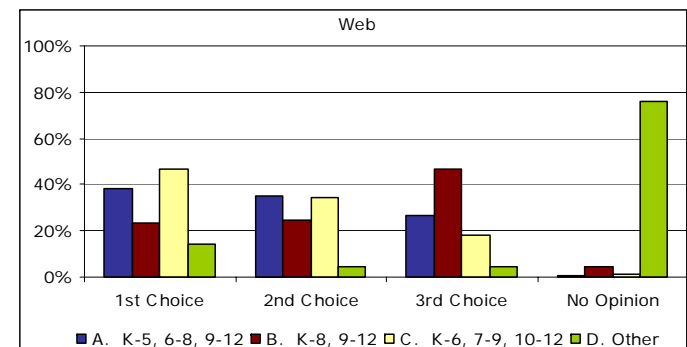
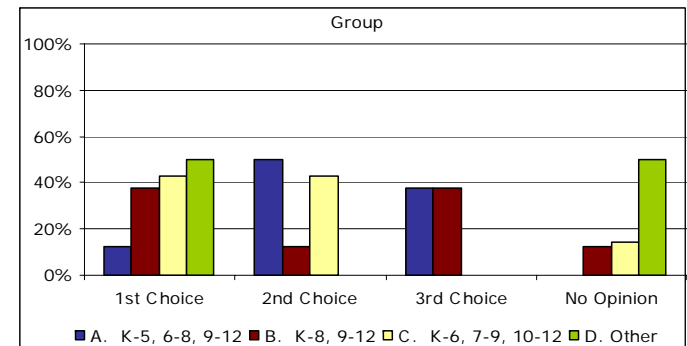
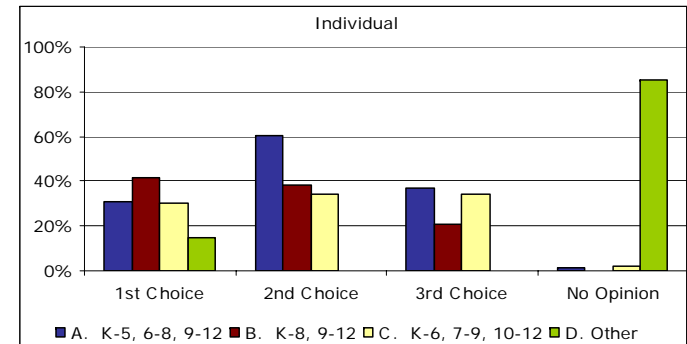
5. What grade levels would you like at schools in the Long Beach Unified School District?

Summary: Eighty-five percent of individual respondents identified something other than what was listed as a grade configuration they support. Sixty-one percent of individual respondents stated they would like to see a K-5, 6-8, 9-12 grade configuration.

Fifty percent of group respondents indicated a preference for a grade configuration that was not listed as their first choice, while fifty percent preferred a K-5, 6-8 9-12 grade configuration as their second choice.

Forty-seven percent of web respondents preferred a K-6, 7-9, 10-12 grade configuration, while seventy-six percent of web respondents preferred a grade configuration that was not listed.

Respondent's comments varied, but emphasized small learning communities, preventing overcrowding, and a concern for younger kids going to schools with kids that are older and more mature than them as rationale for smaller schools.



Individual Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. K-5, 6-8, 9-12	31%	61%	37%	2%
B. K-8, 9-12	41%	38%	21%	0%
C. K-6, 7-9, 10-12	31%	34%	34%	2%
D. Other	15%	0%	0%	85%

Group Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. K-5, 6-8, 9-12	13%	50%	38%	0%
B. K-8, 9-12	38%	13%	38%	13%
C. K-6, 7-9, 10-12	43%	43%	0%	14%
D. Other	50%	0%	0%	50%

Web Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. K-5, 6-8, 9-12	38%	35%	26%	1%
B. K-8, 9-12	23%	25%	47%	5%
C. K-6, 7-9, 10-12	47%	34%	18%	1%
D. Other	14%	5%	5%	76%



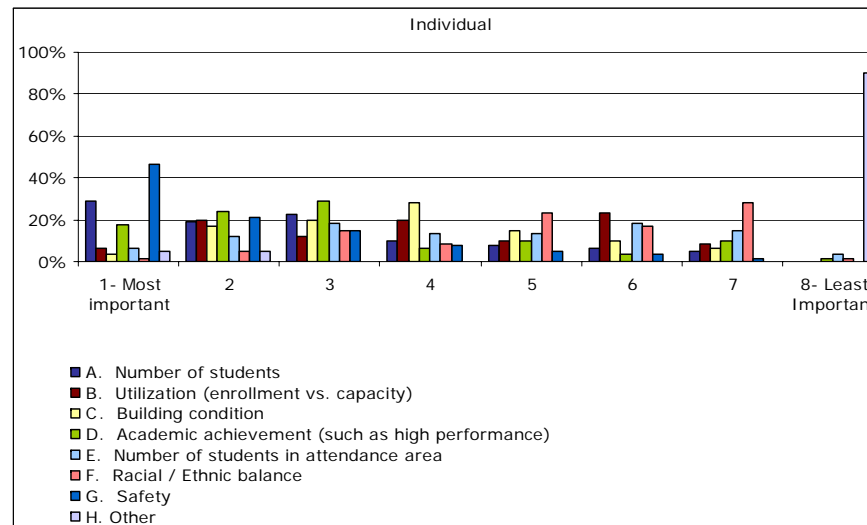
6. Please rank the following criteria from most important to least important in consideration of school consolidation. 1=Most important, 8=Least important

Summary: *Forty-seven percent of individual participants, fifty-seven percent of group participants, and fifty-nine percent of web respondents cited safety as the most important factor when considering school consolidation.*

Comments varied, but written responses reinforced safety as the most important priority. Comments also identified academic achievement and racial balance to be significant.

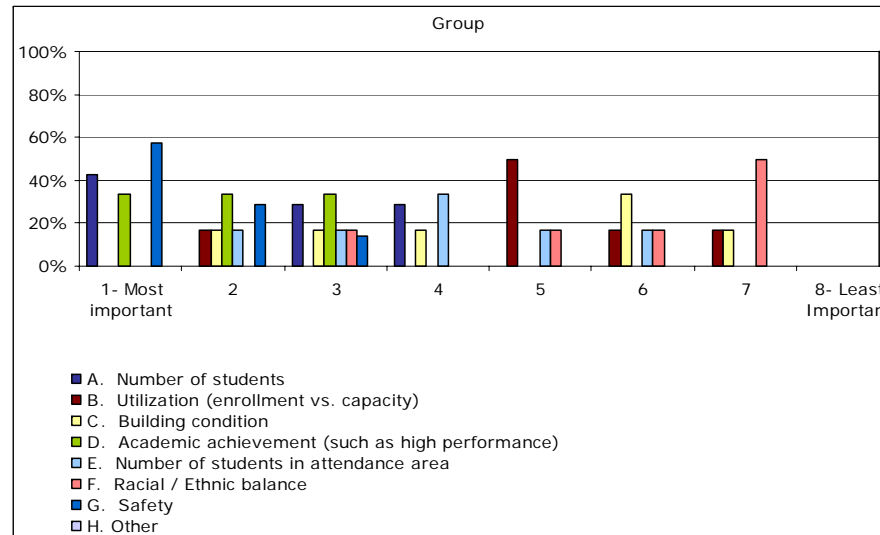


Individual Responses								
	1- Most important	2	3	4	5	6	7	8- Least Important
A. Number of students	29%	19%	23%	10%	8%	6%	5%	0%
B. Utilization (enrollment vs. capacity)	7%	20%	12%	20%	10%	23%	8%	0%
C. Building condition	3%	17%	20%	28%	15%	10%	7%	0%
D. Academic achievement (such as high performance)	17%	24%	29%	6%	10%	3%	10%	2%
E. Number of students in attendance area	7%	12%	18%	13%	13%	18%	15%	3%
F. Racial / Ethnic balance	2%	5%	15%	8%	23%	17%	28%	2%
G. Safety	47%	21%	15%	8%	5%	3%	2%	0%
H. Other	5%	5%	0%	0%	0%	0%	0%	90%



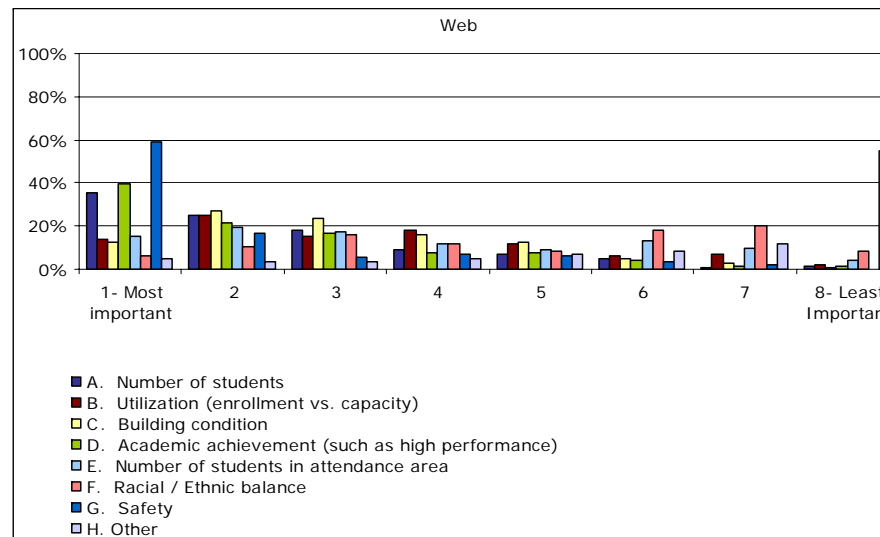


Group Responses								
	1- Most important	2	3	4	5	6	7	8- Least Important
A. Number of students	43%	0%	29%	29%	0%	0%	0%	0%
B. Utilization (enrollment vs. capacity)	0%	17%	0%	0%	50%	17%	17%	0%
C. Building condition	0%	17%	17%	17%	0%	33%	17%	0%
D. Academic achievement (such as high performance)	33%	33%	33%	0%	0%	0%	0%	0%
E. Number of students in attendance area	0%	17%	17%	33%	17%	17%	0%	0%
F. Racial / Ethnic balance	0%	0%	17%	0%	17%	17%	50%	0%
G. Safety	57%	29%	14%	0%	0%	0%	0%	0%
H. Other	0%	0%	0%	0%	0%	0%	0%	100%





Web Responses								
	1- Most important	2	3	4	5	6	7	8- Least Important
A. Number of students	35%	25%	18%	9%	7%	5%	1%	1%
B. Utilization (enrollment vs. capacity)	14%	25%	16%	18%	12%	6%	7%	2%
C. Building condition	13%	27%	23%	16%	13%	5%	3%	1%
D. Academic achievement (such as high performance)	40%	21%	16%	8%	8%	4%	1%	1%
E. Number of students in attendance area	15%	19%	17%	12%	9%	13%	10%	4%
F. Racial / Ethnic balance	6%	10%	16%	12%	9%	18%	20%	9%
G. Safety	59%	16%	6%	7%	6%	4%	2%	0%
H. Other	5%	3%	3%	5%	7%	9%	12%	55%





7. Currently LBUSD offers Pre-Kindergarten for special education students. Should Pre-Kindergarten be offered to all children?

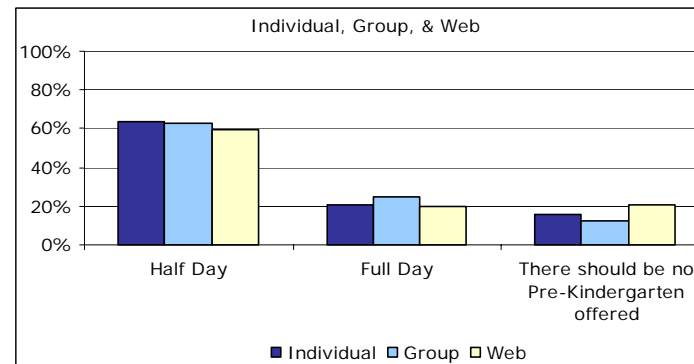
Summary: Sixty-three percent of individual participants, sixty-three percent of group participants, and fifty-nine percent of web respondents expressed a strong preference to offer half day Pre-Kindergarten to all children.

Respondents written comments suggest that Pre-Kindergarten should be offered, but be optional as opposed to mandatory. Further comments view Pre-Kindergarten as a way to prepare children emotionally, socially, and academically for Kindergarten. Subsequent comments emphasize the focus should remain on K-12.

Individual Responses		
Half Day	Full Day	There should be no Pre-Kindergarten offered
63%	21%	16%

Group - # Responses		
Half Day	Full Day	There should be no Pre-Kindergarten offered
63%	25%	13%

Web Responses		
Half Day	Full Day	There should be no Pre-Kindergarten offered
59%	20%	21%





8. Rate the desirability of the following organizational structures for an ELEMENTARY school.

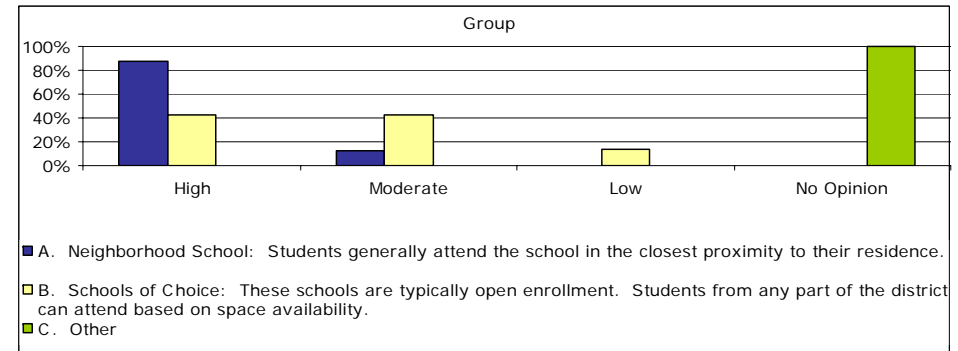
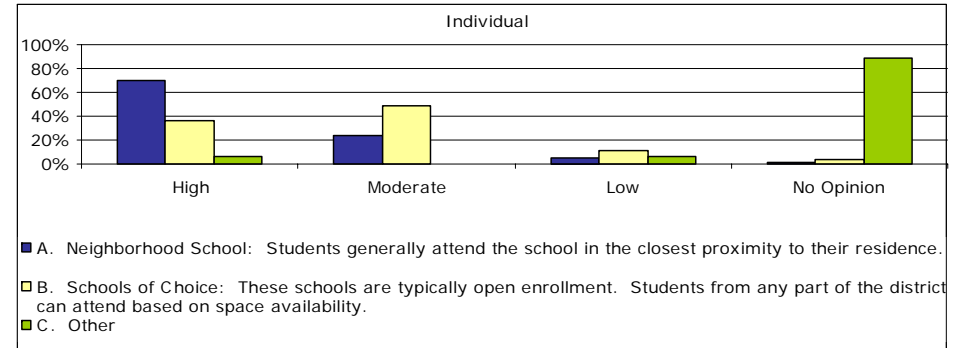
Summary: *Seventy percent of individual respondents, eighty-eight percent of groups, and seventy-five percent of web respondents expressed a desire for elementary students to attend the school in the closest proximity to their residence. Eighty –eighty percent of individuals, one hundred percent of group participants, and sixty-eight percent of web respondents had no opinion regarding the organizational structure for an elementary school.*

Comments suggest children attending neighborhood schools would cut down on busing and create school communities. Further comments reflect a desire for all schools to have Immersion and Bilingual Programs. Subsequent comments emphasized that schools should have equal programs, and also indicate the importance of having an option between, school of choice and neighborhood schools.



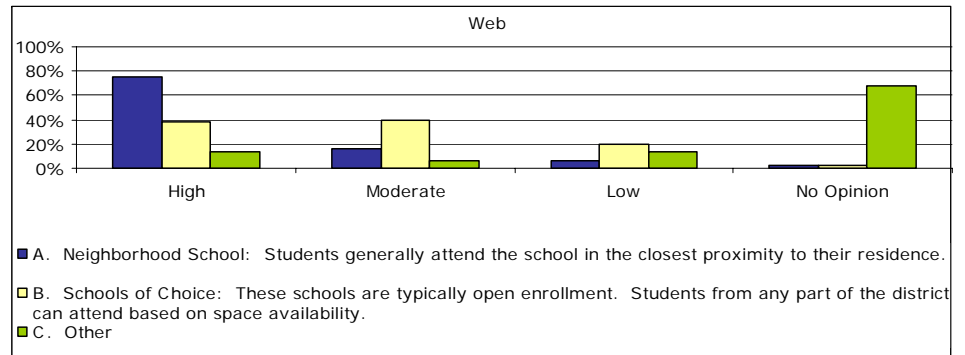
Individual Responses				
	High	Moderate	Low	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	70%	24%	5%	2%
B. Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend based on space availability.	36%	49%	11%	3%
C. Other	6%	0%	6%	88%

Group Responses				
	High	Moderate	Low	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	88%	13%	0%	0%
B. Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend based on space availability.	43%	43%	14%	0%
C. Other	0%	0%	0%	100%





Web Responses				
	High	Moderate	Low	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	75%	16%	6%	2%
B. Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend based on space availability.	38%	39%	20%	3%
C. Other	13%	6%	13%	68%



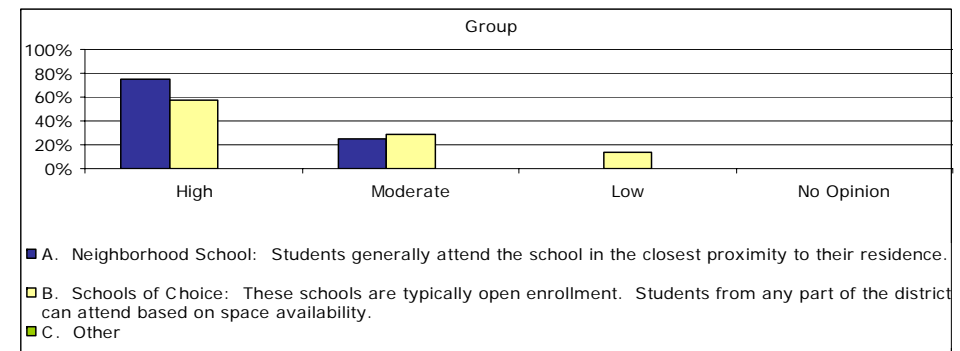
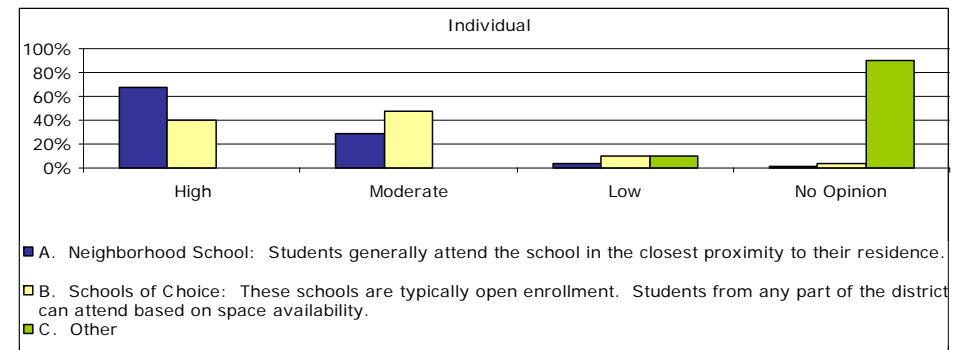


9. Rate the desirability of the following organizational structures for a MIDDLE school.

Individual Responses				
	High	Moderate	Low	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	67%	28%	3%	2%
B. Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend based on space availability.	40%	48%	10%	3%
C. Other	0%	0%	10%	90%
Group Responses				
	High	Moderate	Low	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	75%	25%	0%	0%
B. Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend based on space availability.	57%	29%	14%	0%
C. Other	0%	0%	0%	0%

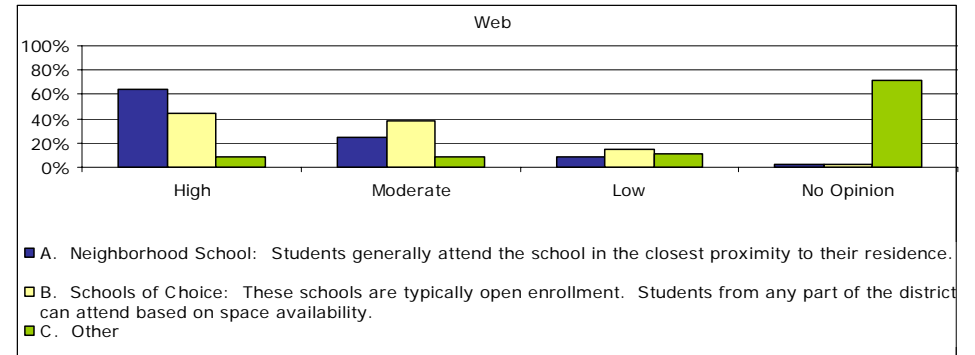
Summary: Sixty-seven percent of individual respondents, seventy-five percent of groups, and sixty-four percent of web respondents indicated a desire for middle school students to attend the school in the closest proximity to their residence.

Comments reflect a belief that attending neighborhood schools create a strong sense of community and higher parent participation. Further comments state that schools should have equal opportunities and programs for all students. Subsequent comments support that children at the middle school level need a variety of programs. Therefore, school of choice is needed.





Web Responses				
	High	Moderate	Low	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	64%	25%	8%	3%
B. Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend based on space availability.	45%	38%	15%	2%
C. Other	9%	9%	11%	71%





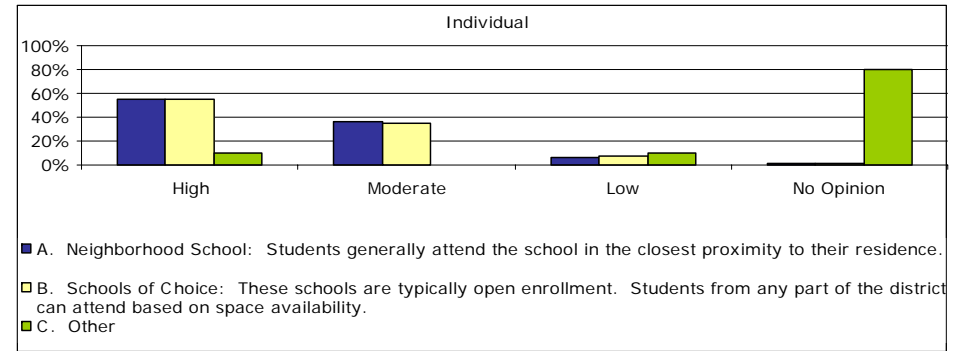
10. Rate the desirability of the following organizational structures for a HIGH school.

Summary: *Fifty-six percent of individual respondents indicate that high school students should attend their neighborhood school, while fifty-six percent indicate a preference for high school students to attend their school of choice. Eighty-six percent of group respondents indicate a preference for high school students to attend their school of choice. Comparatively, fifty-eight percent of web respondents also expressed a preference for high school students to attend their school of choice, while fifty-three percent support high school students attending their neighborhood school.*

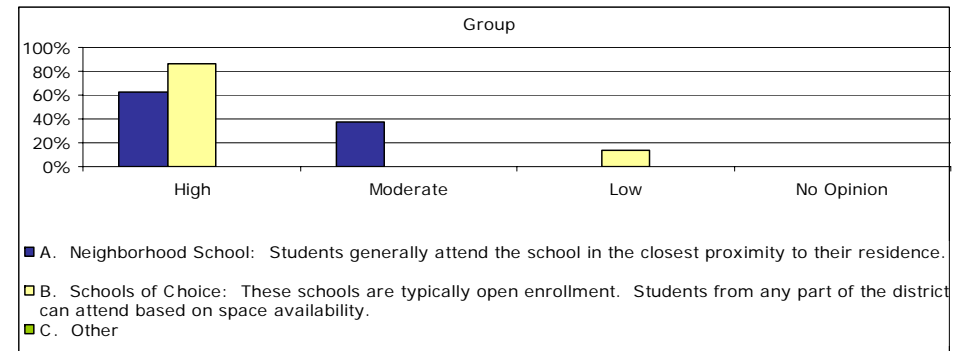
Comments stated that high school age students can use public transportation, thus allowing them to attend their school of choice. Further comments indicate allowing high school students to attend their school of choice provide them to choose specific programs that are of interest. Comments continue to reinforce that schools should be equal, and offer a wide variety of programs at the high school level.



Individual Responses				
	High	Moderate	Low	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	56%	37%	6%	2%
B. Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend based on space availability.	56%	35%	8%	2%
C. Other	10%	0%	10%	80%

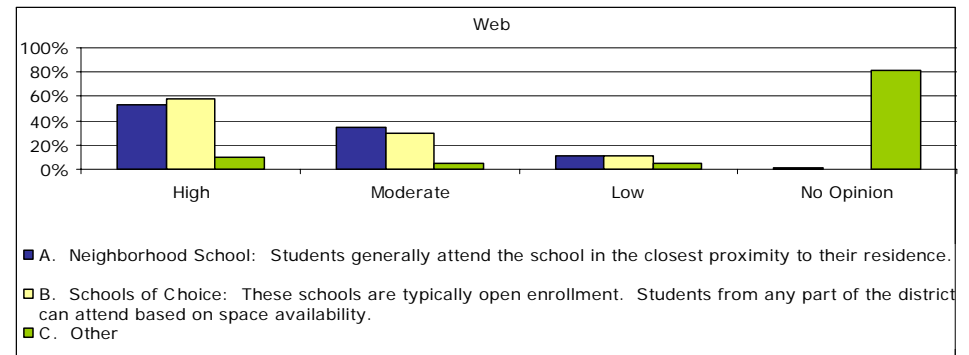


Group Responses				
	High	Moderate	Low	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	63%	38%	0%	0%
B. Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend based on space availability.	86%	0%	14%	0%
C. Other	0%	0%	0%	0%





Web Responses				
	High	Moderate	Low	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	53%	34%	11%	2%
B. Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend based on space availability.	58%	30%	11%	1%
C. Other	9%	5%	5%	81%



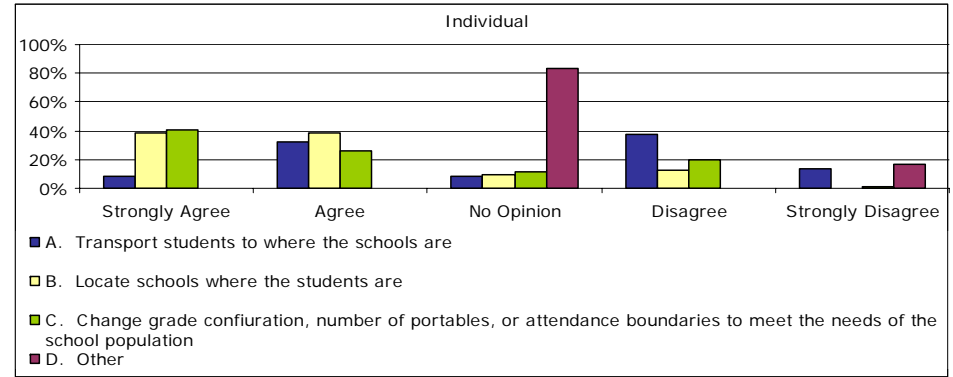


11. How do you ensure that ELEMENTARY schools are the adequate or “right” size?

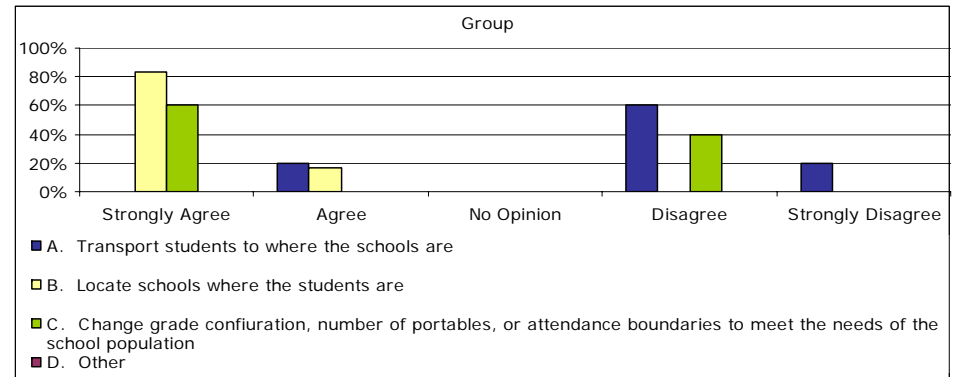
Summary: Eighty-three percent of individual respondents had no opinion on how to ensure that elementary schools are the right size. Comparatively, eighty-three percent of group respondents indicate that locating schools where the children are is the best way to ensure that elementary schools are the right size. Forty-eight percent of web respondents agreed, while forty-one percent of web respondents also indicated the best way to ensure that elementary schools are the right size is to change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population.

Comments varied, although respondents continued to emphasize the idea of students attending their neighborhood schools to minimize busing.

Individual Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Transport students to where the schools are	8%	33%	8%	38%	13%
B. Locate schools where the students are	39%	39%	10%	13%	0%
C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	41%	27%	11%	20%	2%
D. Other	0%	0%	83%	0%	17%

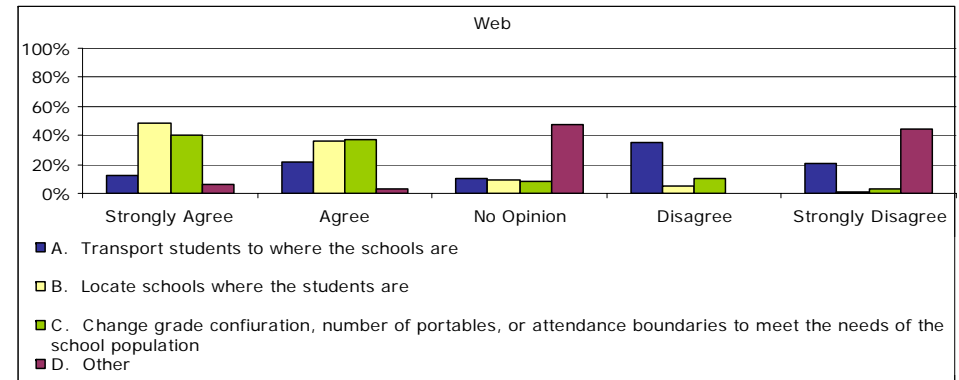


Group Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Transport students to where the schools are	0%	20%	0%	60%	20%
B. Locate schools where the students are	83%	17%	0%	0%	0%
C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	60%	0%	0%	40%	0%
D. Other	0%	0%	0%	0%	0%





Web Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Transport students to where the schools are	12%	22%	11%	35%	20%
B. Locate schools where the students are	48%	36%	10%	5%	1%
C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	41%	37%	9%	11%	3%
D. Other	6%	3%	47%	0%	44%





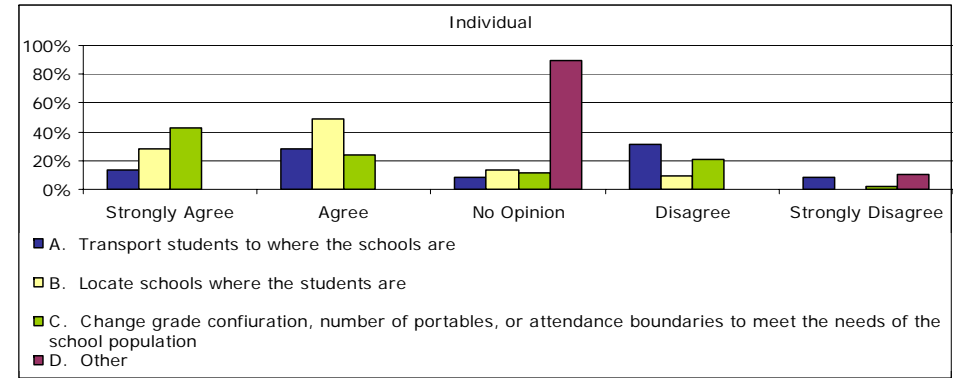
12. How do you ensure that MIDDLE schools are the adequate or “right” size?

Summary: *Ninety percent of individual respondents indicated that they had no opinion on how to ensure that middle schools are the right size, while forty-two percent cited, changing grade configurations, and number of portables, or attendance boundaries to meet the needs of the school population, as the best way to ensure that middle schools are the right size. Sixty-seven percent of groups agreed changing grade configurations, number of portables, and attendance boundaries was ideal. Comparatively, sixty-seven percent of group respondents favored right sizing middle schools by locating the schools where the students are. Fifty percent of web respondents indicated the best way to ensure middle schools are the right size is to locate schools where the students are.*

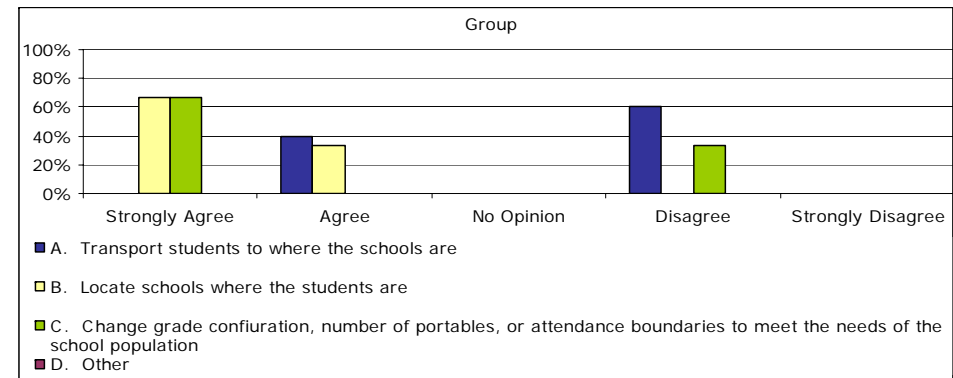
Comments reflect a desire for students to attend their neighborhood school. Further, it was commented that schools should be equal and provide the same program and opportunities. Comments also stated that busing should be stopped and locating schools where the students are could increase a sense of community and parent involvement.



Individual Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Transport students to where the schools are	13%	28%	8%	32%	8%
B. Locate schools where the students are	28%	49%	13%	10%	0%
C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	42%	24%	12%	20%	2%
D. Other	0%	0%	90%	0%	10%

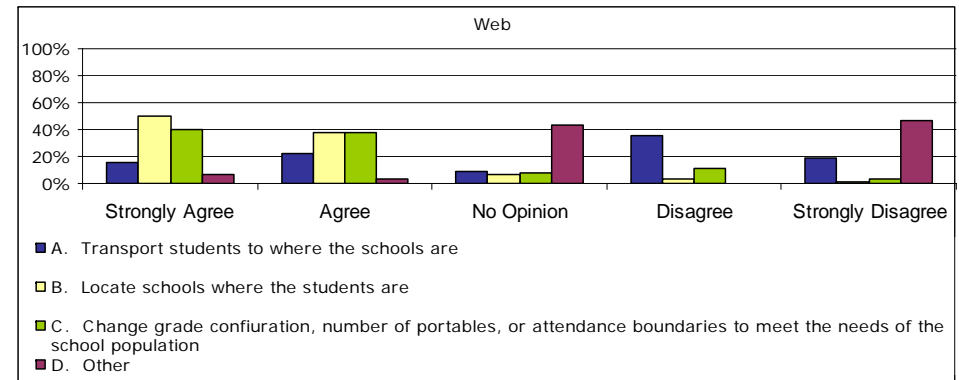


Group Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Transport students to where the schools are	0%	40%	0%	60%	0%
B. Locate schools where the students are	67%	33%	0%	0%	0%
C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	67%	0%	0%	33%	0%
D. Other	0%	0%	0%	0%	0%





Web Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Transport students to where the schools are	15%	22%	8%	36%	18%
B. Locate schools where the students are	50%	38%	7%	3%	1%
C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	40%	38%	8%	11%	3%
D. Other	6%	3%	44%	0%	47%





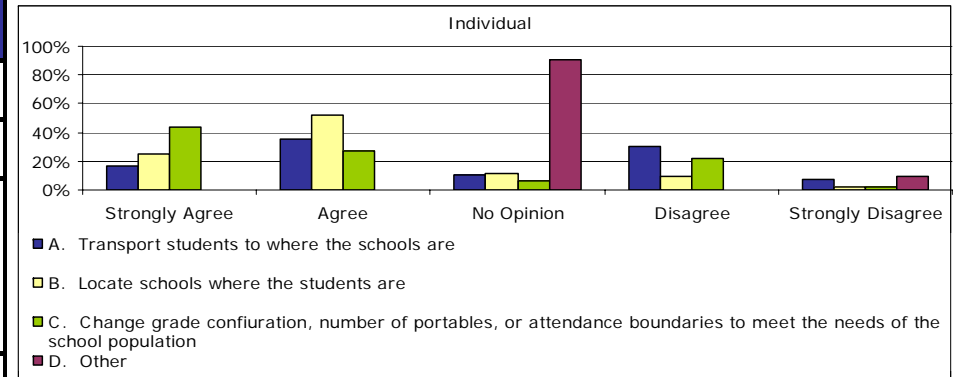
13. Assuming that there are no major boundaries such as highways, what is the maximum distance that an elementary, middle, and high school student should have to walk to school?

Summary: *Eighty-seven percent of individual respondents, seventy-five percent of group respondents, and seventy-seven percent of web respondents indicate that an elementary student should walk less than a mile to school. Seventy-one percent of individuals, seventy-five percent of group participants and fifty-one percent of web respondents indicate that a middle school student should walk 1 to 1.5 miles to school. Seventy-two percent of individual respondents cited that a high school student could walk between 1 and 2 miles to school. Fifty percent of group respondents indicated that 2 miles was the most a high school student should walk. Comparatively, fifty-nine percent of web respondents cited that a high school student could walk 1-2 miles to school.*

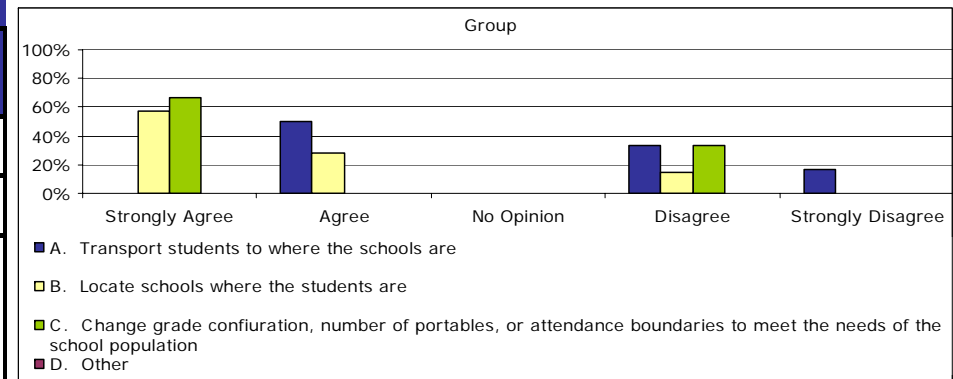
Comments reflect a concern for student's safety and their walking alone or through unsafe areas. On the contrary comments indicate that walking is a good form of exercise and could reduce the high obesity rate in children. Web respondents noted that younger students should not be walking long distances, but state the older the child is, the longer they can walk.



Individual Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Transport students to where the schools are	17%	36%	10%	31%	7%
B. Locate schools where the students are	25%	52%	11%	10%	2%
C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	43%	27%	7%	22%	2%
D. Other	0%	0%	91%	0%	9%

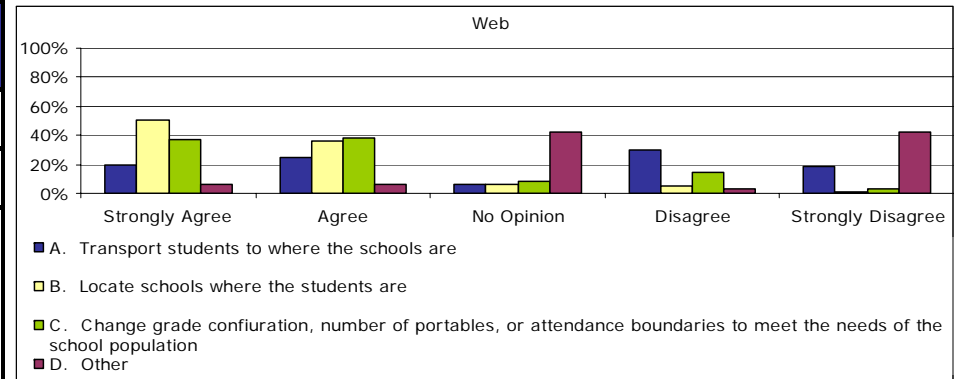


Group Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Transport students to where the schools are	0%	50%	0%	33%	17%
B. Locate schools where the students are	57%	29%	0%	14%	0%
C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	67%	0%	0%	33%	0%
D. Other	0%	0%	0%	0%	0%





Web Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Transport students to where the schools are	20%	25%	7%	30%	19%
B. Locate schools where the students are	51%	36%	7%	5%	1%
C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	37%	38%	8%	15%	3%
D. Other	6%	6%	42%	3%	42%



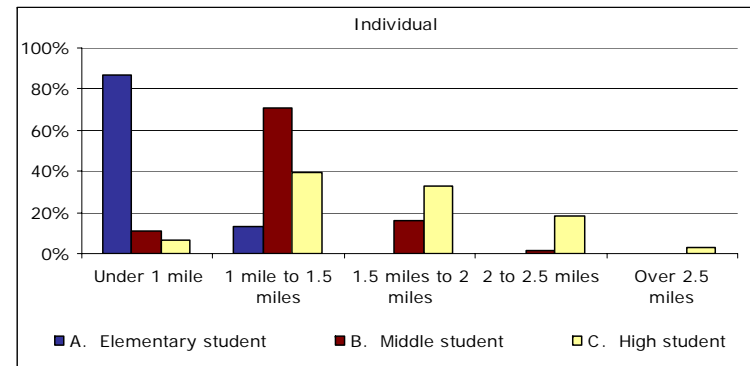


14. Assuming that there are no major boundaries such as highways, what is the maximum distance that an elementary, middle, and high school student should have to walk to school?

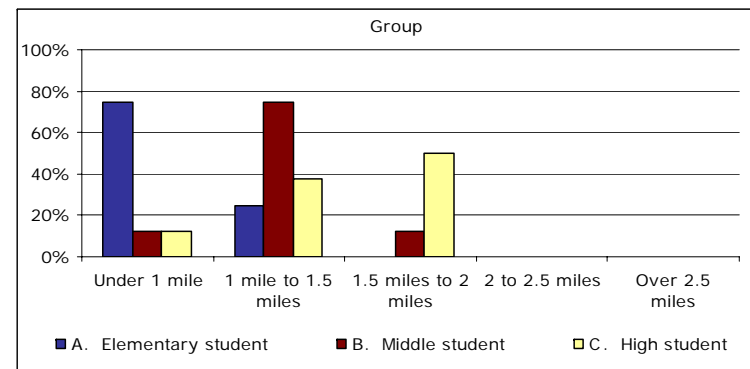
Summary: Eighty-seven percent of individuals, seventy-five of group, and seventy-seven percent of web respondents' favored elementary students should walk less than a mile to school. The maximum walk distant for middle school students is 1 to 1.5 mile. This range was favored by seventy-one percent of individual, seventy-five percent of group, and fifty-one percent of web respondents. Individual, group, and web respondents indicated a preferred walk distance for high school students of range from 1 mile to 2 miles.

Comments were varied. A recurring comment expressed concern for the safety of students as they walk to school.

Individual Responses			
	A. Elementary student	B. Middle student	C. High student
Under 1 mile	87%	11%	7%
1 mile to 1.5 miles	13%	71%	39%
1.5 miles to 2 miles	0%	16%	33%
2 to 2.5 miles	0%	2%	18%
Over 2.5 miles	0%	0%	3%

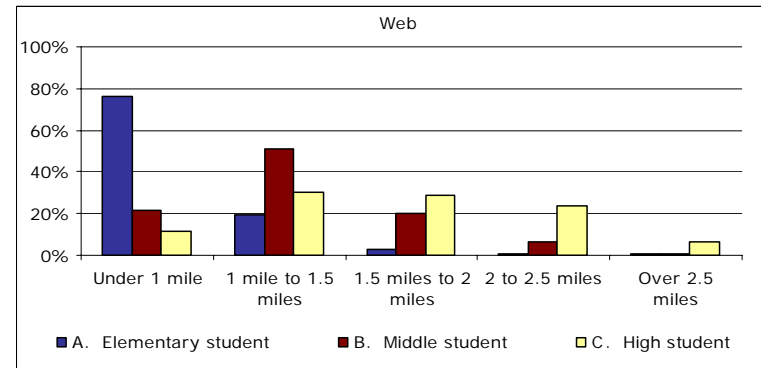


Group Responses			
	A. Elementary student	B. Middle student	C. High student
Under 1 mile	75%	13%	13%
1 mile to 1.5 miles	25%	75%	38%
1.5 miles to 2 miles	0%	13%	50%
2 to 2.5 miles	0%	0%	0%
Over 2.5 miles	0%	0%	0%





Web Responses			
	A. Elementary student	B. Middle student	C. High student
Under 1 mile	77%	22%	11%
1 mile to 1.5 miles	19%	51%	30%
1.5 miles to 2 miles	3%	20%	29%
2 to 2.5 miles	1%	6%	23%
Over 2.5 miles	1%	1%	6%



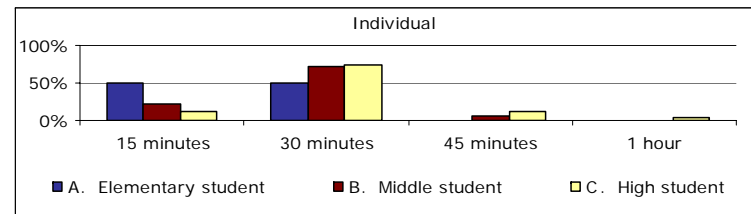


15. What is the longest amount of time should a student be on a bus?

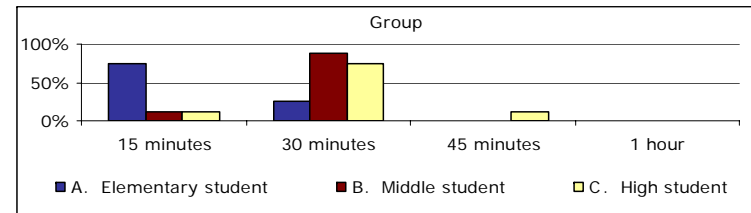
Summary: Fifty-one percent of individual respondents, seventy-five percent of group respondents, and sixty-three percent of web respondents indicated that an elementary student should not be on a bus for longer than 15 minutes. Comparatively, seventy-one percent of individuals, eighty-eight percent of group respondents, and fifty-four percent of web respondents indicated that a middle school student should be on a bus longer than 30 minutes. Likewise, seventy-three percent of individuals, seventy-five percent of group respondents, and fifty-three percent of web respondents indicated that high school student should not be on a bus longer than 30 minutes.

Comments indicate that there should be no busing. Respondents also noted that long commutes are a waste of time, take away from quality of life, and take time away from student's homework/study time. Subsequent comments reinforced that students should be attending schools in their neighborhood.

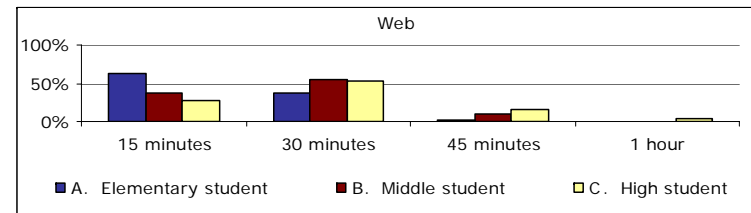
Individual Responses			
	A. Elementary student	B. Middle student	C. High student
15 minutes	51%	22%	11%
30 minutes	49%	71%	73%
45 minutes	0%	6%	13%
1 hour	0%	0%	3%



Group Responses			
	A. Elementary student	B. Middle student	C. High student
15 minutes	75%	13%	13%
30 minutes	25%	88%	75%
45 minutes	0%	0%	13%
1 hour	0%	0%	0%



Web Responses			
	A. Elementary student	B. Middle student	C. High student
15 minutes	63%	36%	28%
30 minutes	36%	54%	53%
45 minutes	1%	9%	15%
1 hour	0%	1%	5%





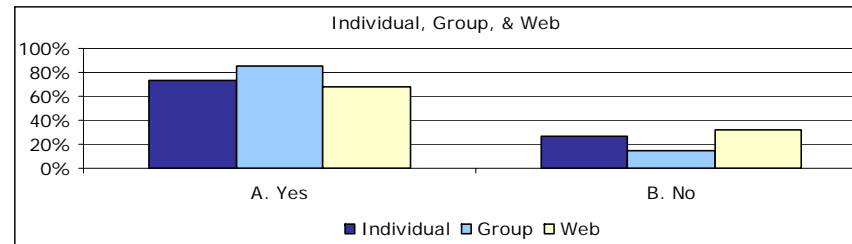
16. Should local governments and/or non-profit organizations co-fund educational facilities in order to share building, operating, and costs?

Summary: *Seventy-three percent of individual respondents, eighty-six percent of group respondents and sixty-eight percent of web respondents indicate that local governments and/or non-profit organizations should co-fund educational facilities in order to share building and operating costs.*

Individual Responses	
A. Yes	73%
B. No	27%

Group Responses	
A. Yes	86%
B. No	14%

Web Responses	
A. Yes	68%
B. No	32%





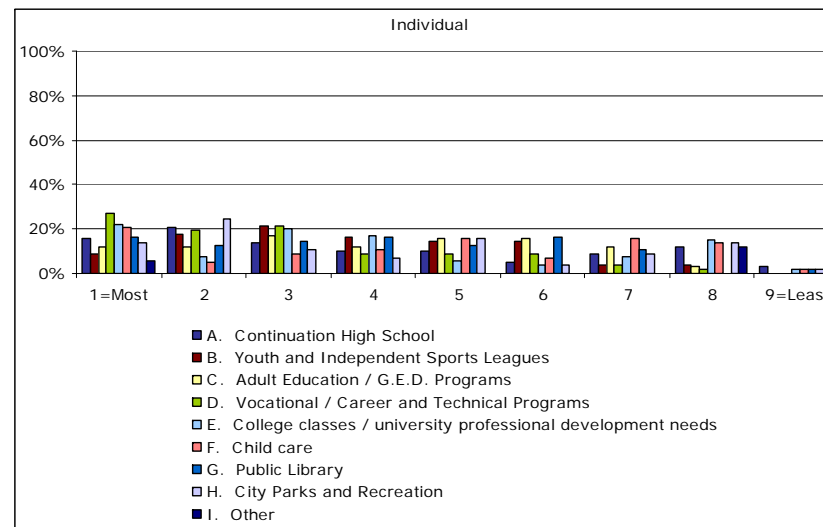
17. Please rank the following from most important in consideration of LSBUD making space available for the following. (1=Most important, 9=Least important)

Summary: *Twenty-seven percent of individual respondents indicated that LBUSD should make space available for vocational/career and technical programs. Twenty-two percent favored college classes/university professional development needs as more important to make space for, while twenty-one percent cited child care as the most important program to consider. Forty percent of group respondents indicated that college classes/university professional development needs was the most important program to make space for, while one hundred percent cited something other than what was listed as important. Comparatively, thirty-nine percent of web respondents favored vocational/career and technical programs were most important program to accommodate for. Likewise, thirty-nine percent of web respondents cited college classes/university professional development needs as the most important program LBUSD should consider accommodating.*

Comments varied. The most repeated comments were, making more space available for alternative programs, building more high schools, and providing choices for those students who are not college bound. As an important consideration for making space available, further comments stated that all program listed are important and should be offered in some form.

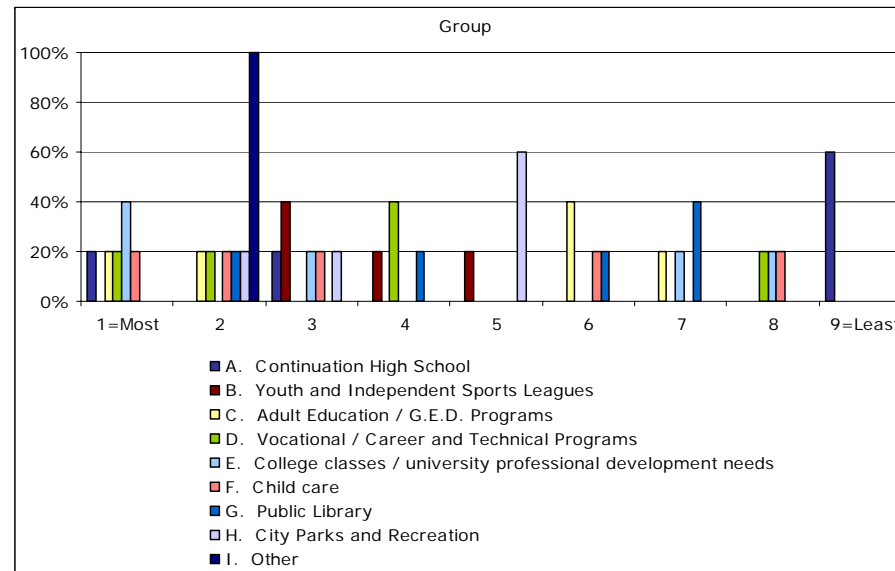


Individual Responses									
	1=Most	2	3	4	5	6	7	8	9=Least
A. Continuation High School	16%	21%	14%	10%	10%	5%	9%	12%	3%
B. Youth and Independent Sports Leagues	9%	18%	21%	16%	14%	14%	4%	4%	0%
C. Adult Education / G.E.D. Programs	12%	12%	17%	12%	16%	16%	12%	3%	0%
D. Vocational / Career and Technical Programs	27%	20%	21%	9%	9%	9%	4%	2%	0%
E. College classes / university professional development needs	22%	7%	20%	17%	6%	4%	7%	15%	2%
F. Child care	21%	5%	9%	11%	16%	7%	16%	14%	2%
G. Public Library	16%	13%	14%	16%	13%	16%	11%	0%	2%
H. City Parks and Recreation	14%	25%	11%	7%	16%	4%	9%	14%	2%
I. Other	6%	0%	0%	0%	0%	0%	0%	12%	82%



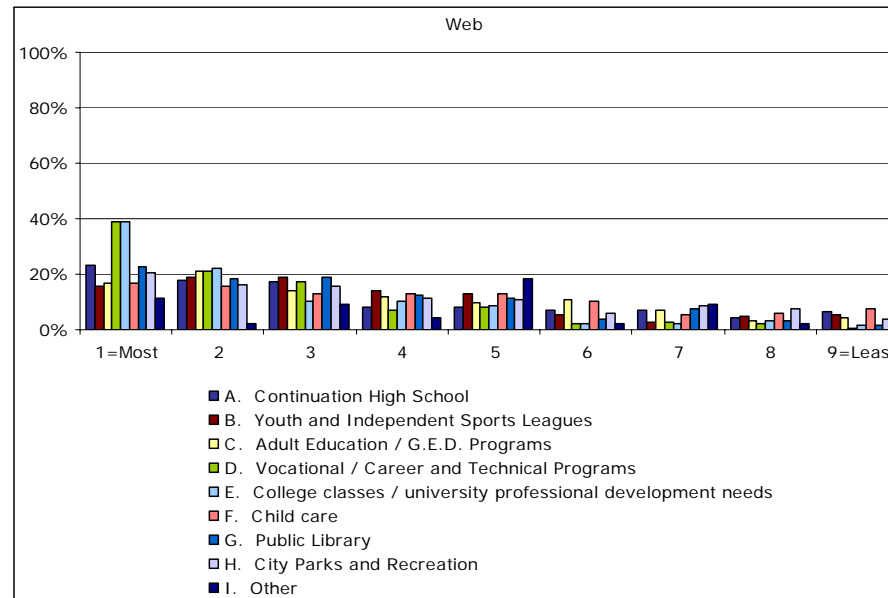


Group Responses									
	1=Most	2	3	4	5	6	7	8	9=Least
A. Continuation High School	20%	0%	20%	0%	0%	0%	0%	0%	60%
B. Youth and Independent Sports Leagues	0%	0%	40%	20%	20%	0%	0%	0%	0%
C. Adult Education / G.E.D. Programs	20%	20%	0%	0%	0%	40%	20%	0%	0%
D. Vocational / Career and Technical Programs	20%	20%	0%	40%	0%	0%	0%	20%	0%
E. College classes / university professional development needs	40%	0%	20%	0%	0%	0%	20%	20%	0%
F. Child care	20%	20%	20%	0%	0%	20%	0%	20%	0%
G. Public Library	0%	20%	0%	20%	0%	20%	40%	0%	0%
H. City Parks and Recreation	0%	20%	20%	0%	60%	0%	0%	0%	0%
I. Other	0%	100%	0%	0%	0%	0%	0%	0%	0%





Web Responses									
	1=Most	2	3	4	5	6	7	8	9=Least
A. Continuation High School	23%	18%	17%	8%	8%	7%	7%	4%	7%
B. Youth and Independent Sports Leagues	16%	19%	19%	14%	13%	5%	3%	5%	5%
C. Adult Education / G.E.D. Programs	17%	21%	14%	12%	10%	11%	7%	3%	4%
D. Vocational / Career and Technical Programs	39%	21%	17%	7%	8%	2%	3%	2%	1%
E. College classes / university professional development needs	39%	22%	10%	10%	9%	2%	2%	3%	2%
F. Child care	17%	15%	13%	13%	13%	11%	6%	6%	8%
G. Public Library	23%	18%	19%	12%	11%	4%	8%	3%	2%
H. City Parks and Recreation	21%	16%	15%	11%	11%	6%	9%	7%	4%
I. Other	11%	2%	9%	5%	18%	2%	9%	2%	41%





18. How should high schools be organized?

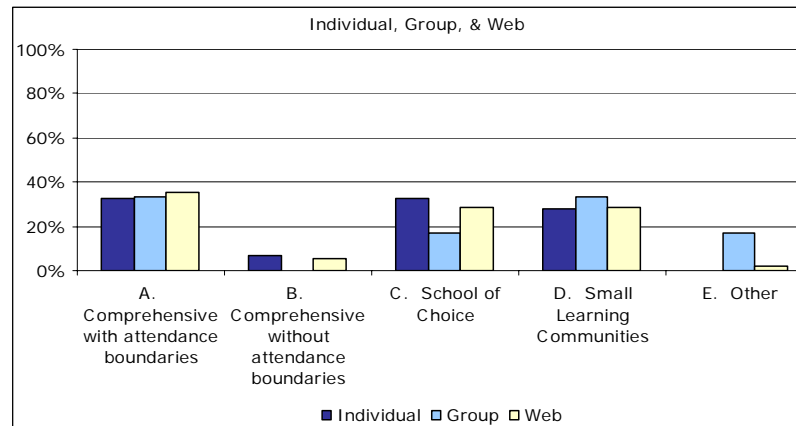
Summary: Thirty-three percent of individual respondents, thirty-three percent of group respondents, and thirty-five percent of web respondents indicated that schools should be organized as comprehensive with attendance boundaries. Comparatively, twenty-eight percent of individual respondents, thirty-three percent of group respondents, and twenty-nine percent of web respondents indicated a preference for schools to be organized as small learning communities. Further thirty-three percent of individual respondents and twenty-eight percent of web respondents indicated a preference for school of choice.

Written comments varied, and suggested that small learning communities allow for better student teacher connections, create a feeling of belonging and safety, and a better learning environment. Other comments suggested that all schools should be equal and offer the same quality of programs.

Individual Responses	
A. Comprehensive with attendance boundaries	33%
B. Comprehensive without attendance boundaries	7%
C. School of Choice	33%
D. Small Learning Communities	28%
E. Other	0%

Group Responses	
A. Comprehensive with attendance boundaries	33%
B. Comprehensive without attendance boundaries	0%
C. School of Choice	17%
D. Small Learning Communities	33%
E. Other	17%

Web Responses	
A. Comprehensive with attendance boundaries	35%
B. Comprehensive without attendance boundaries	5%
C. School of Choice	28%
D. Small Learning Communities	29%
E. Other	2%





19. How long do you believe portables/bungalows should be used before they are replaced with permanent construction?

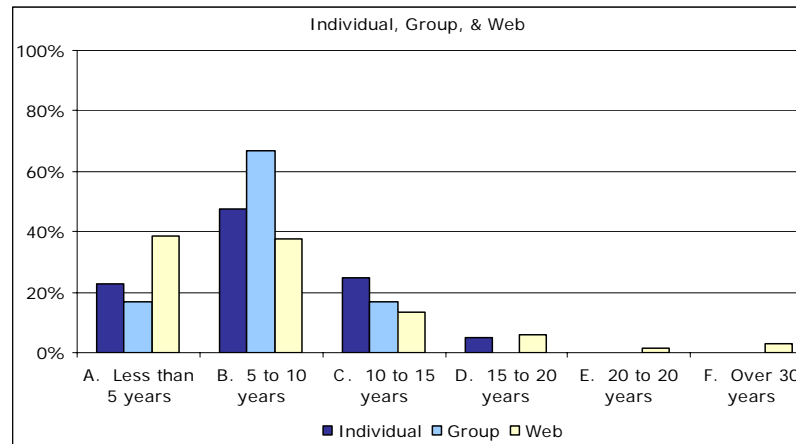
Summary: *Forty-eight percent of individual respondents, sixty-seven percent of group respondents, and thirty-eight percent of web respondents indicated they believed a bungalow/portable should be used 5-10 years before it is replaced with a permanent building. Comparatively, thirty-nine percent of web respondents indicated that they should be used less than 5 years before they are replaced.*

Comments reflect a desire for bungalows to be used until they are no longer in good condition. Comments also noted that bungalows are comfortable and have air-conditioning, while others stated that they are moldy and toxic. Further comments stated that bungalows are isolated from the rest of the campus, lack running water, and are a great distance away from restrooms.

Individual Responses	
A. Less than 5 years	23%
B. 5 to 10 years	48%
C. 10 to 15 years	25%
D. 15 to 20 years	5%
E. 20 to 20 years	0%
F. Over 30 years	0%

Group Responses	
A. Less than 5 years	17%
B. 5 to 10 years	67%
C. 10 to 15 years	17%
D. 15 to 20 years	0%
E. 20 to 20 years	0%
F. Over 30 years	0%

Web Responses	
A. Less than 5 years	39%
B. 5 to 10 years	38%
C. 10 to 15 years	13%
D. 15 to 20 years	6%
E. 20 to 20 years	2%
F. Over 30 years	3%





20. As schools are built new or renovated, should they be air-conditioned?

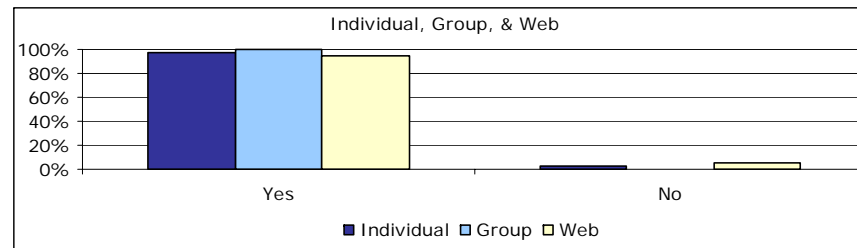
Summary: *Ninety-seven percent of individual respondents, one hundred percent of group respondents, and ninety-five percent of web respondents indicated a strong preference to have schools air-conditioned as they are built new or renovated.*

Written comments state that is hard for teachers to teach as well as student to learn, when classrooms become too hot. Further comments indicate that air conditioning will create comfortable learning environments and enhance students learning abilities. Subsequent comments state that classrooms should have a minimum of ceiling fans, or windows that can open.

Individual Responses	
Yes	97%
No	3%

Group Responses	
Yes	100%
No	0%

Web Responses	
Yes	95%
No	5%





21. At what point should a building be replaced?

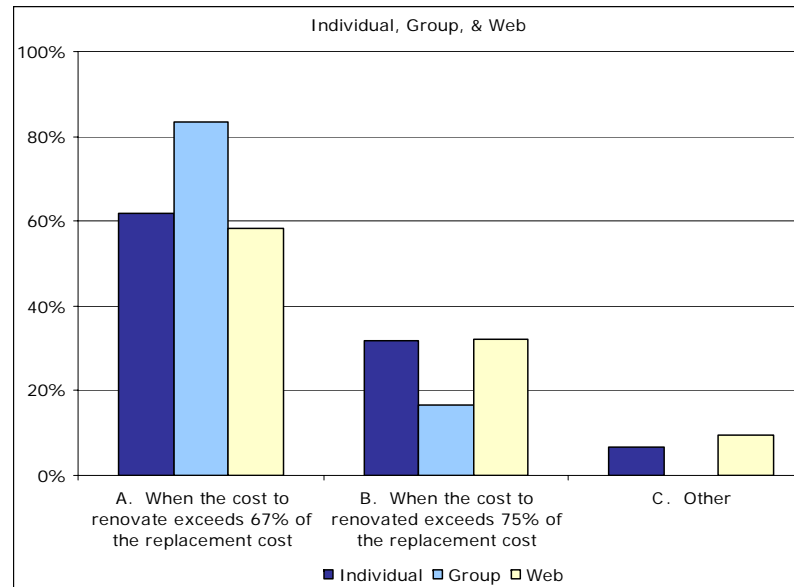
Summary: Sixty-two percent of individual participants, eighty-three percent of group responses, and fifty-eight percent of web respondents indicated that a building should be replaced when the cost exceeds 67% of the replacement cost.

Respondents written comments were varied. Some suggested renovating is costly and should be done only when necessary, while others stated renovation keeps chaos down, but should take less time. Subsequent comments state a building should be replaced when safety issues arise.

Individual Responses	
A. When the cost to renovate exceeds 67% of the replacement cost	62%
B. When the cost to renovated exceeds 75% of the replacement cost	32%
C. Other	7%

Group Responses	
A. When the cost to renovate exceeds 67% of the replacement cost	83%
B. When the cost to renovate exceeds 75% of the replacement cost	17%
C. Other	0%

Web Responses	
A. When the cost to renovate exceeds 67% of the replacement cost	58%
B. When the cost to renovated exceeds 75% of the replacement cost	32%
C. Other	10%





22. I would prefer...

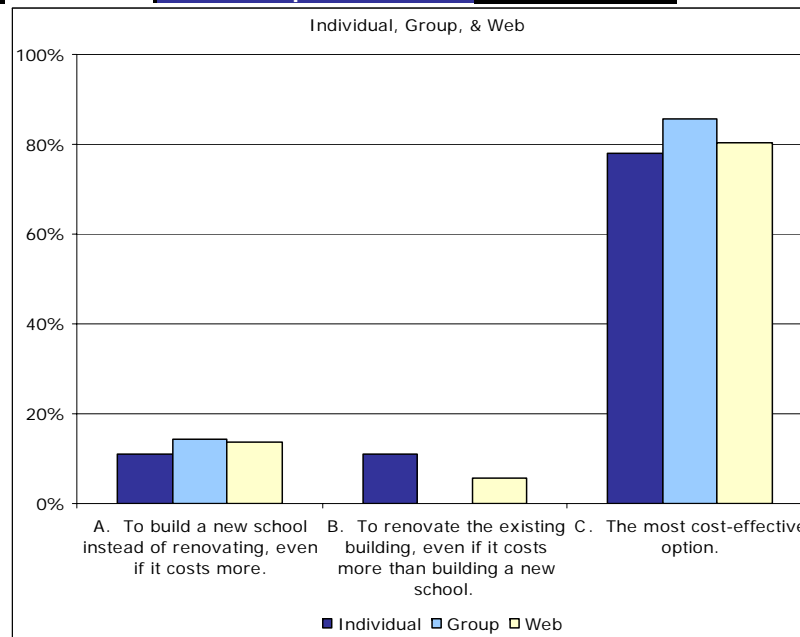
Summary: Seventy-eight percent of individual respondents, eighty-six percent of group respondents, and eighty percent of web respondents indicate a strong preference for the most cost effective option.

Comments indicate that the most cost effective option should occur as long as it provides safety. Further comments state that renovating a school cost more than building a new one, and a new school will last longer than a renovated one. Subsequent comments suggest that, resources should be used wisely.

Individual Responses	
A. To build a new school instead of renovating, even if it costs more.	11%
B. To renovate the existing building, even if it costs more than building a new school.	11%
C. The most cost-effective option.	78%

Group Responses	
A. To build a new school instead of renovating, even if it costs more.	14%
B. To renovate the existing building, even if it costs more than building a new school.	0%
C. The most cost-effective option.	86%

Web Responses	
A. To build a new school instead of renovating, even if it costs more.	14%
B. To renovate the existing building, even if it costs more than building a new school.	6%
C. The most cost-effective option.	80%





Demographics

OPTIONAL 24 Mark all of the Elementary LBUSD schools that your children currently attend or schools with which you are affiliated.

	Individual Responses	Web Responses
Addams	0%	1%
Alvarado	0%	2%
Barton	0%	0%
Birney	4%	0%
Bixby	0%	2%
Bryant	0%	0%
Buffum	0%	0%
Burbank	0%	1%
Burnett	4%	0%
Burroughs	0%	0%
Carver	0%	2%
Chavex	0%	0%
Cleveland	7%	13%
Edison	0%	0%
Emerson	0%	2%
Fremont	0%	1%
Gant	0%	3%
Garfield	0%	1%
Grant	0%	1%
Harte	0%	1%
Henry	15%	3%
Holmes	7%	8%
International	0%	0%
Keller	0%	3%
Kettering	4%	0%
King	0%	0%
Lafayette	0%	1%
Lee	0%	0%
Lincoln	0%	1%
Longfellow	4%	1%
Los Cerritos	0%	2%
Lowell	0%	1%
MacArthur	19%	8%
Madison	15%	6%
Mann	0%	1%
McKinley	0%	1%
Muir	0%	0%
Naples	0%	2%
Prisk	0%	3%
Riley	7%	5%
Roosevelt	0%	0%
Signal Hill	0%	1%
Stevenson	0%	0%
Sutter	0%	0%
Tucker	0%	0%
Twain	15%	14%
Two Harbors	0%	0%
Webster	0%	0%
Whittier	0%	1%
Willard	0%	0%

OPTIONAL 25 Mark all of the K-6, K-8, and high LBUSD schools that your children currently attend or schools with which you are affiliated.

	Individual Responses	Web Responses
Burcham K-6	0%	1%
Gompers K-6	4%	4%
Butler K-8	0%	0%
Cubberley K-8	2%	2%
Hudson K-8	0%	1%
Monroe K-8	37%	6%
Newcomb K-8	0%	2%
Powell K-8	0%	0%
Robinson K-8	2%	1%
Tincher K-8	2%	2%
Bancroft MS	9%	14%
DeMille MS	0%	4%
Franklin MS	0%	1%
Hamilton MS	0%	2%
Hill MS	0%	3%
Hoover MS	9%	6%
Hughes MS	9%	4%
Jefferson MS	0%	1%
Lindbergh MS	0%	1%
Marshall MS	0%	3%
Rogers MS	0%	2%
Stanford MS	2%	3%
Stephens MS	0%	0%
Washington MS	0%	0%
Savannah Academy (9th) HS	0%	0%
CA Academy of Math and Science HS	0%	1%
Cabrillo HS	0%	1%
Jordan Academy HS	0%	0%
Lakewood HS	21%	23%
Millikan HS	0%	4%
Poly Academy of Accelerated Learning (PAAL) HS	0%	1%
Polytechnic HS	4%	3%
Reid HS	0%	1%
Renaissance HS	0%	1%
Wilson HS	2%	3%
Avalon K-12	0%	0%



Gender		
	Individual Responses	Web Responses
Male	34%	22%
Female	66%	78%

Your Age		
	Individual Responses	Web Responses
Under 18	0%	1%
18 - 29	3%	7%
30 - 39	33%	24%
40 - 49	38%	33%
50 - 64	24%	35%
65+	2%	1%

Ethnicity		
	Individual Responses	Web Responses
White (Non-Hispanic)	75%	73%
Black / African-American (Non-Hispanic)	4%	6%
Hispanic or Latino	14%	9%
Asian (Non-Hispanic)	5%	6%
Pacific Islander/Am. Indian/Alaska Native/ Other (Non-Hispanic)	2%	2%
Two or more races (Non-Hispanic)	0%	4%

Parental / Guardian Status		
	Individual Responses	Web Responses
Do not have children in LBUSD	23%	23%
Parent/guardian of child less than 5 years old	10%	5%
Parent/guardian of kindergarten student	7%	2%
Parent/guardian of 1st thru 3rd grade student	13%	9%
Parent/guardian of 4th thru 5th grade student	11%	8%
Parent/guardian of 6th thru 8th grade student	11%	14%
Parent/guardian of 9th thru 12th grade student	13%	16%
Parent/guardian of private/parochial student	2%	2%
Parent/guardian of former student of graduate of LBUSD	9%	15%
Grandparent of student or graduate	1%	5%



Are you an employee or retiree of the Long Beach Unified School District?		
	Individual Responses	Web Responses
Yes	67%	76%
No	33%	24%

If you are an employee or retiree, what is / was your position?		
	Individual Responses	Web Responses
Teacher	56%	58%
Support Staff	18%	27%
Retired	0%	1%
Administration	18%	3%
Other [Please specify (optional)]	8%	12%

Are you a resident of Long Beach Unified School District?		
	Individual Responses	Web Responses
Yes	67%	76%
No	33%	24%

How many years have you lived in Long Beach Unified School District?		
	Individual Responses	Web Responses
Less than 2	5%	3%
2 - 5	0%	4%
6 - 10	31%	14%
11 - 15	8%	12%
16 - 20	3%	14%
More than 20	54%	53%

How did you find out about the Community Dialogue?		
	Individual Responses	Web Responses
School Newsletter	61%	11%
Local Newspaper	7%	7%
Church Bulletin	0%	0%
Community Flyer	0%	1%
Poster in Community	4%	0%
Personal Contact	7%	17%
Radio/TV	0%	0%
Email	4%	56%
Other [Please specify]	18%	7%