

**Building on Success:**  
*Schools for the Next Generation*



Long Beach Unified School District  
**Community Dialogue I Results Report**  
MILLIKAN—PLANNING AREA C

# 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 Wednesday November 29, 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 90 parents, students, district officials, administrators and staff, community and business representatives, and other educational stakeholders and supporters were in attendance. There were 90 Millikan questionnaires completed and turned in at the community dialogue. To increase input opportunities, members of the Millikan 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 Millikan Planning Area Committee members.

This document represents the results of the 106 individual and group questionnaires completed and collected at the November 29<sup>th</sup> community dialogue. Of the 106 questionnaires, 90 were individually completed and 16 were completed by small groups. A web version of the questionnaire was posted from November 30<sup>th</sup> through December 22<sup>nd</sup>. During this time, 316 questionnaires were completed online. Within this document are the results of the individual, group, and web questionnaires completed for the Millikan 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. What do you believe is the ideal number of students for an ELEMENTARY school (K-5)?

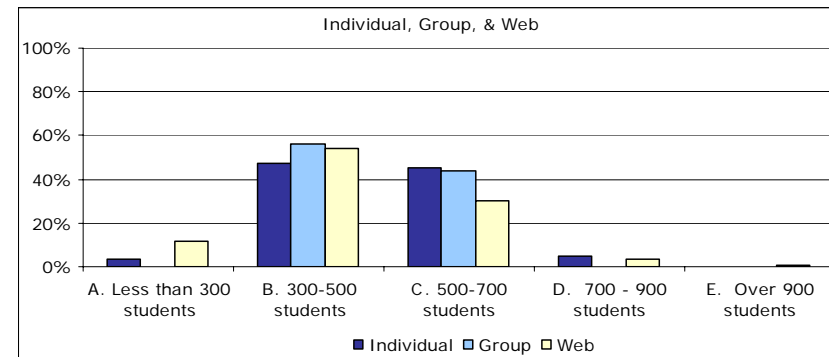
**Summary:** Forty-seven percent of individual respondents indicated a strong preference for elementary schools to house 300-500 students. Forty-five percent identified 500-700 students as an ideal population for an elementary school. Fifty-six percent of group participants agreed that elementary schools should house 300-500 students. Likewise, 54.11 percent of web respondents indicated 300-500 students as an ideal population for an elementary school.

Comments reinforced the concept of small elementary schools. Respondent's written comments focus on small learning communities, and smaller student to teacher ratios. Additionally, comments stated that smaller schools allow for a grater sense of community.

Individual Responses				
A. Less than 300 students	B. 300-500 students	C. 500-700 students	D. 700 - 900 students	E. Over 900 students
3%	47%	45%	4%	0%

Group Responses				
A. Less than 300 students	B. 300-500 students	C. 500-700 students	D. 700 - 900 students	E. Over 900 students
0%	56%	44%	0%	0%

Web Responses				
A. Less than 300 students	B. 300-500 students	C. 500-700 students	D. 700 - 900 students	E. Over 900 students
11%	54%	30%	3%	1%





## 2. What do you believe is the ideal number of students for a MIDDLE school (6-8)?

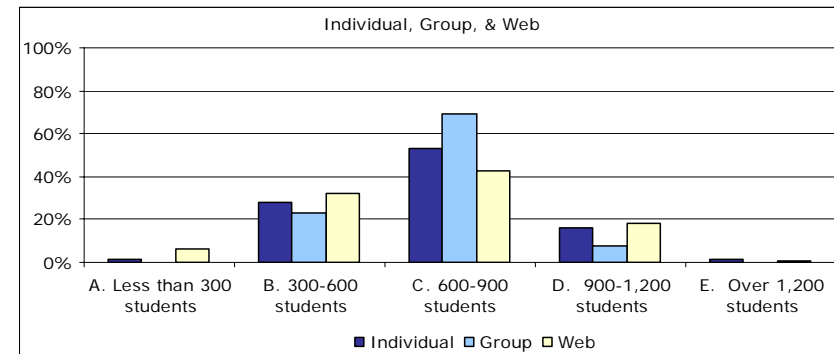
**Summary:** Fifty-three percent of individual respondents indicated a strong preference for middle schools to house 600-900 students. Sixty-nine percent of group respondents agreed 600-900 students was an ideal population for middle schools. Likewise, forty-three percent of web respondents expressed a desire for middle schools to accommodate 600-900 students.

Individual and group comments reiterated the desire for small learning communities and also expressed the importance for the student to teacher ratio to be manageable. Web respondents stated that since middle school age students are at an age of change and growth smaller classes would allow for better adjustment. Additional comments viewed small middle schools as a way for staff to better connect with students, and to allow students more individualized attention.

Individual Responses				
A. Less than 300 students	B. 300-600 students	C. 600-900 students	D. 900-1,200 students	E. Over 1,200 students
1%	28%	53%	16%	1%

Group Responses				
A. Less than 300 students	B. 300-600 students	C. 600-900 students	D. 900-1,200 students	E. Over 1,200 students
0%	23%	69%	8%	0%

Web Responses				
A. Less than 300 students	B. 300-600 students	C. 600-900 students	D. 900-1,200 students	E. Over 1,200 students
6%	32%	43%	18%	1%





### 3. What do you believe is the ideal number of students for a HIGH school (9-12)?

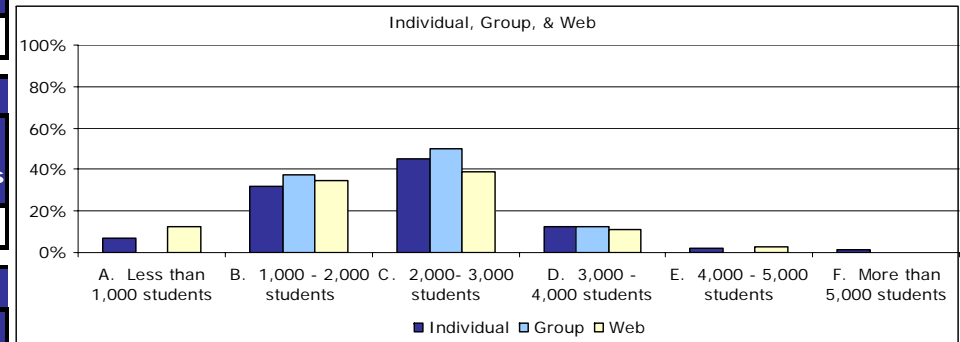
**Summary:** Forty-five percent of individual respondents indicated a strong preference for high schools to house 2,000-3,000 students. Likewise, fifty percent of group respondents agreed. Comparatively, thirty-five percent of web participants expressed a desire for high schools to accommodate 1,000-2,000 students, while thirty-nine percent desired high schools to house 2,000-3,000 students.

Individual, group, and web comments reinforced the concept of smaller high schools, suggesting that this allows for a more welcoming environment. Comments also state that a smaller environment allows for better peer interaction, more individualized attention for students, prevention of classes being overcrowded and prevents students from getting lost in the crowd. Additionally comments stated school size should be dependent on neighborhood enrollment as well as the ratio of students to teachers.

Individual Responses					
A. Less than 1,000 students	B. 1,000 - 2,000 students	C. 2,000-3,000 students	D. 3,000 - 4,000 students	E. 4,000 - 5,000 students	F. More than 5,000 students
7%	32%	45%	13%	2%	1%

Group Responses					
A. Less than 1,000 students	B. 1,000 - 2,000 students	C. 2,000-3,000 students	D. 3,000 - 4,000 students	E. 4,000 - 5,000 students	F. More than 5,000 students
0%	38%	50%	13%	0%	0%

Web Responses					
A. Less than 1,000 students	B. 1,000 - 2,000 students	C. 2,000-3,000 students	D. 3,000 - 4,000 students	E. 4,000 - 5,000 students	F. More than 5,000 students
12%	35%	39%	11%	3%	0%





**4. What do you believe is ideal number of students for a K-8 school?**

**Summary:** Fifty-seven percent of individual respondents indicated that K-8 schools should house 600-900 students. Likewise, eighty percent of group respondents and fifty percent of web respondents agreed that K-8 schools should accommodate 600-900 students.

Comments stated that class size is more important than the size of the school and that the number of students should depend on the neighborhood enrollment. Additional comments cited benefits of small K-8 schools as manageable student to teacher ratio, more individualized attention for students, and a greater sense of community. Further comments; reflect no interest for K-8 schools at all.

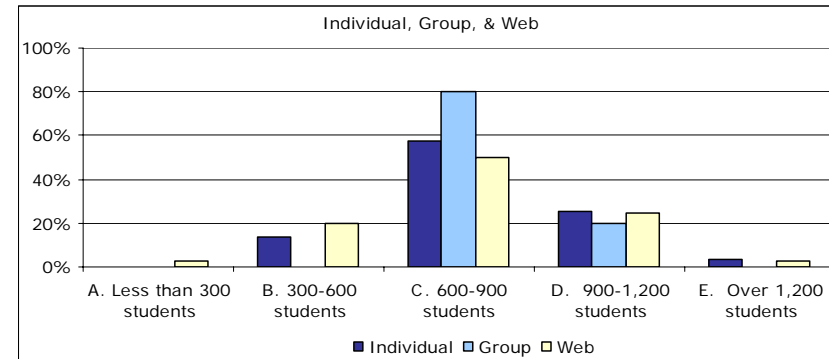
Individual Responses				
A. Less than 300 students	B. 300-600 students	C. 600-900 students	D. 900-1,200 students	E. Over 1,200 students
0%	14%	57%	25%	3%

Group Responses				
A. Less than 300 students	B. 300-600 students	C. 600-900 students	D. 900-1,200 students	E. Over 1,200 students
0%	0%	80%	20%	0%

Web Responses				
A. Less than 300 students	B. 300-600 students	C. 600-900 students	D. 900-1,200 students	E. Over 1,200 students
3%	20%	50%	25%	3%





**5. Rate your preference for one of the following elementary, middle, and high school configurations.**

**Summary:** *Sixty percent of individuals had a preference for a grade configuration other than what was listed. Fifty-seven percent of group respondents stated, K-6, 7-9, 10-12, as a preferred grade configuration. Comparatively, forty-four percent of web respondents agreed, while forty-two percent expressed a desire to have a, K-5, 6-8, 9-12, grade configuration.*

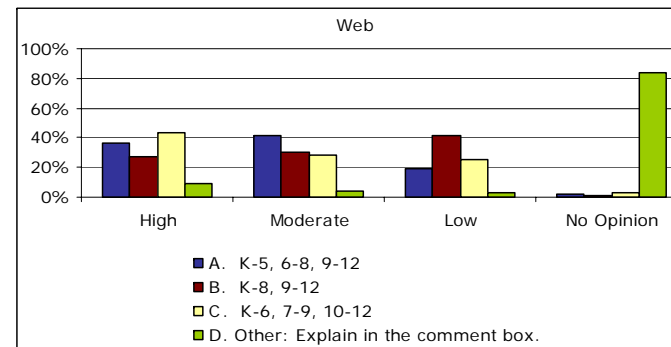
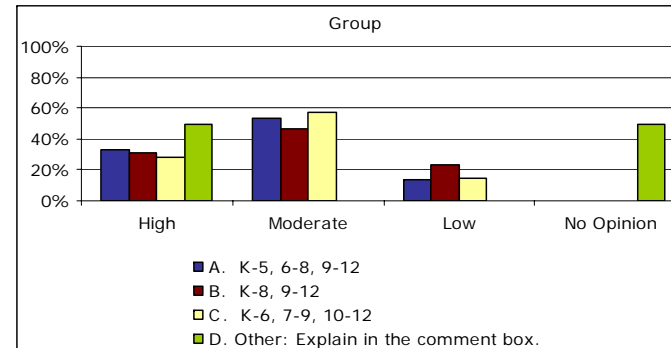
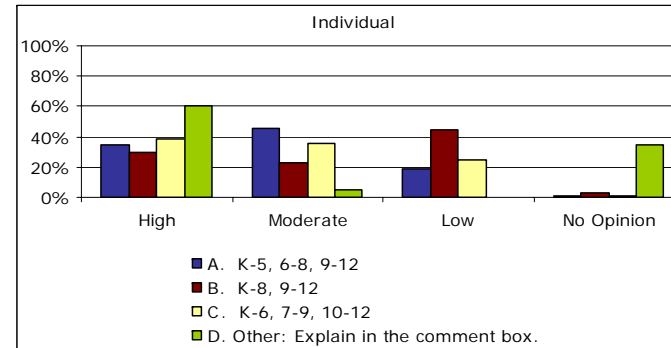
*Comments stated that parents should have the option to choose grade configurations. Additional comments indicated that sixth grade students are too young to enter into middle school, and ninth graders were not ready to enter into high school. Further comments reflected a strong preference for a, K-6, 7-8, 9-12, grade configuration.*



Individual Responses				
	High	Moderate	Low	No Opinion
A. K-5, 6-8, 9-12	35%	45%	19%	1%
B. K-8, 9-12	30%	23%	45%	3%
C. K-6, 7-9, 10-12	38%	36%	24%	1%
D. Other: Explain in the comment box.	60%	5%	0%	35%

Group Responses				
	High	Moderate	Low	No Opinion
A. K-5, 6-8, 9-12	33%	53%	13%	0%
B. K-8, 9-12	31%	46%	23%	0%
C. K-6, 7-9, 10-12	29%	57%	14%	0%
D. Other: Explain in the comment box.	50%	0%	0%	50%

Web Responses				
	High	Moderate	Low	No Opinion
A. K-5, 6-8, 9-12	37%	42%	19%	2%
B. K-8, 9-12	27%	30%	41%	1%
C. K-6, 7-9, 10-12	44%	28%	25%	3%
D. Other: Explain in the comment box.	9%	4%	3%	84%





## 6. Should Pre-Kindergarten classes be offered to all children?

**Summary:** Sixty-two percent of individual respondents, eighty percent of group respondents, and sixty-five percent of web respondents indicated a strong preference for half day Kindergarten to be offered.

Individual comments state that half day Kindergarten would be great for families that cannot afford Pre-Kindergarten, while others think that it should be offered only if the parents want to pay for it. Individual, web, and group comments support the idea of offering Pre-Kindergarten but state that it should not only focus on academics but also on teaching social skills. Additional comments indicate that Pre-Kindergarten better prepares students for Kindergarten.

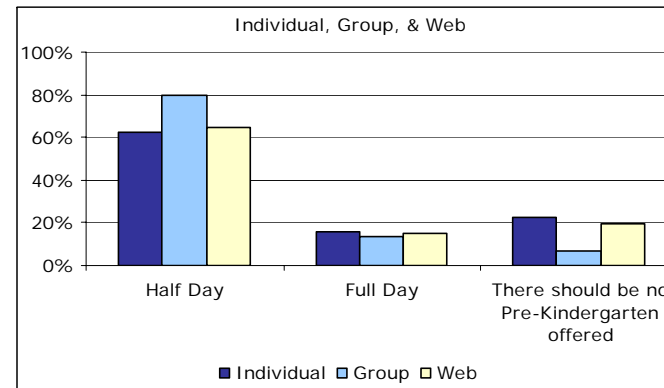
Individual Responses		
Half Day	Full Day	There should be no Pre-Kindergarten offered
62%	16%	22%

Group Responses		
Half Day	Full Day	There should be no Pre-Kindergarten offered
80%	13%	7%

Web Responses		
Half Day	Full Day	There should be no Pre-Kindergarten offered
65%	15%	20%





## **7. Rate your preference for the organizational structure of elementary, middle, and high schools in Long Beach.**

**Summary:** *Forty-nine percent of individual respondents agreed that elementary students should be able to attend the school of their choice as well as their neighborhood school. Forty-three percent of individuals expressed a desire for elementary students to attend the school that is in the closest proximity to their home. Likewise, forty-five percent felt that middle school student should be able to attend the school of their choice as well as their neighborhood school, while forty-three percent indicated a preference for middle school students to attend their neighborhood school only. Comparatively, forty-six percent of individuals agreed that high school students should be able to attend the school of their choice and their neighborhood school. Thirty-five percent felt that students should be able to go to any school of their choice. Thirty-eight percent of individuals agree that high school students should attend the school in the closest proximity to their home.*

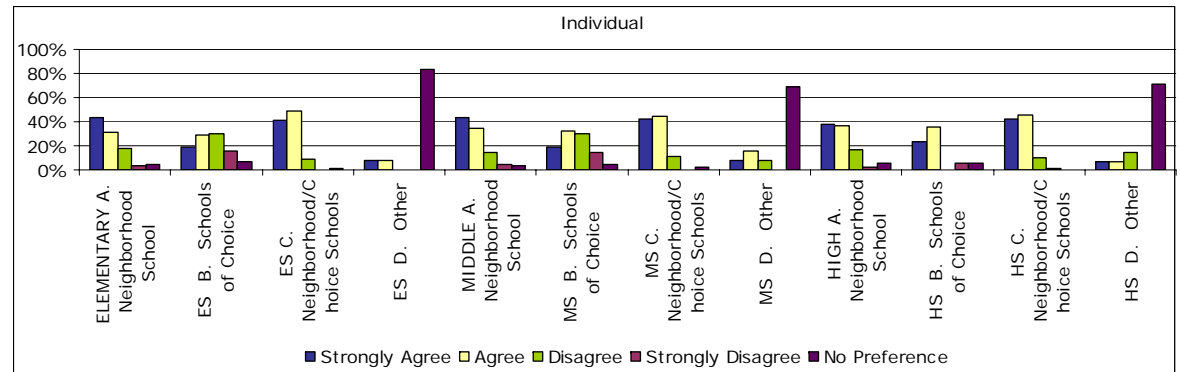
*Fifty percent of group participants indicated a strong preference to keep the current arrangement of school of choice as well as neighborhood school at the elementary level. Forty-six percent of group respondents agreed that elementary students should attend the school closest to their residence. Fifty-eight percent cited that middle school students should attend their neighborhood school, while fifty-six percent of group respondents agreed that middle school students should have the choice to attend their school of choice as well as their neighborhood school. Sixty-nine percent prefer that high school students attend the school closest to their residence.*

*Comparatively, sixty-three percent of web respondents agreed elementary students should attend there neighborhood school. Fifty-four percent also felt that middle school students should attend the school closest to their residence. Forty-seven percent of web respondents indicated a preference for high school students to attend their neighborhood school, while forty-five percent agreed they should be able to choose between their neighborhood school as well as choice schools.*

*Comments reinforced, neighborhood students should receive priority and all schools should be built equally. Comments also cited benefits to allowing students to attend schools of choice as, allowing them equal use of resources neighborhood schools might not possess. Additional comments suggest that students should attend there neighborhood school because it build a better sense of community. Further comments suggest parents that choose to send their children to the school of choice should be responsible for providing transportation.*

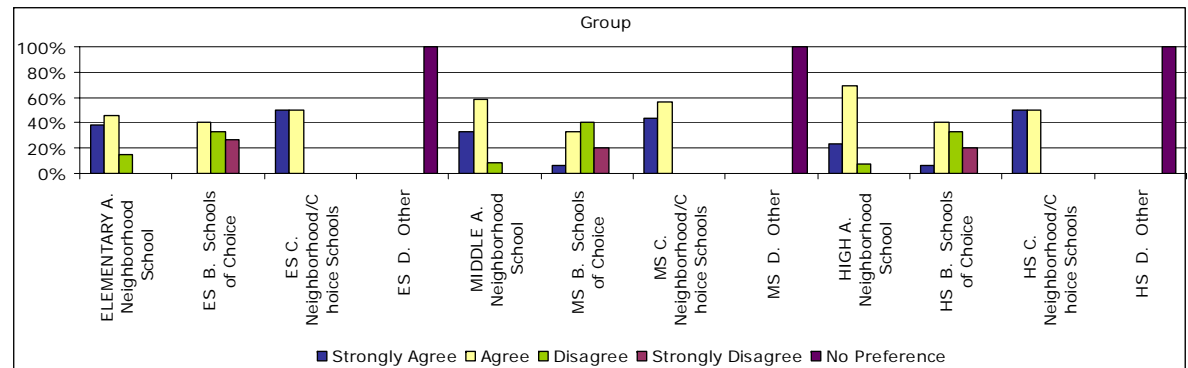


Individual Responses					
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Preference
<b>ELEMENTARY A.</b> Neighborhood School: Students generally attend the school in the closest proximity to their residence.	43%	31%	17%	3%	5%
<b>ES B. Schools of Choice:</b> These schools are typically open enrollment. Students from any part of the district can attend.	19%	29%	30%	15%	6%
<b>ES C. Neighborhood/Choice Schools.</b> This would be the current arrangement.	41%	49%	9%	0%	1%
<b>ES D. Other: Explain in comment box.</b>	8%	8%	0%	0%	83%
<b>MIDDLE A. Neighborhood School:</b> Students generally attend the school in the closest proximity to their residence.	43%	35%	14%	5%	3%
<b>MS B. Schools of Choice:</b> These schools are typically open enrollment. Students from any part of the district can attend.	19%	32%	30%	15%	5%
<b>MS C. Neighborhood/Choice Schools:</b> This would be the current arrangement.	42%	45%	11%	0%	2%
<b>MS D. Other: Explain in comment box.</b>	8%	15%	8%	0%	69%
<b>HIGH A. Neighborhood School:</b> Students generally attend the school in the closest proximity to their residence.	38%	37%	17%	2%	6%
<b>HS B. Schools of Choice:</b> These schools are typically open enrollment. Students from any part of the district can attend.	23%	35%	24.0512.66%	5%	6%
<b>HS C. Neighborhood/Choice Schools.</b> This would be the current arrangement.	43%	46%	10%	1%	0%
<b>HS D. Other: Explain in comment box.</b>	7%	7%	14%	0%	71%



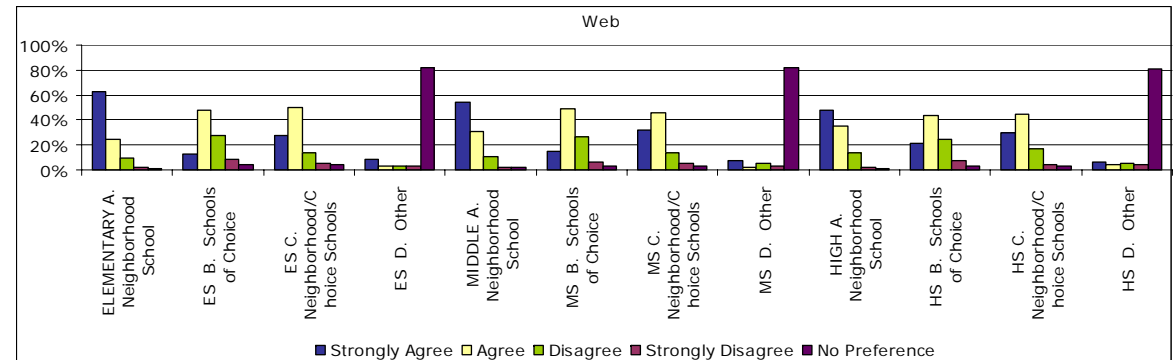


Group Responses					
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Preference
<b>ELEMENTARY A.</b> Neighborhood School: Students generally attend the school in the closest proximity to their residence.	38%	46%	15%	0%	0%
<b>ES B.</b> Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend.	0%	40%	33%	27%	0%
<b>ES C.</b> Neighborhood/Choice Schools. This would be the current arrangement.	50%	50%	0%	0%	0%
<b>ES D.</b> Other: Explain in comment box.	0%	0%	0%	0%	100%
<b>MIDDLE A.</b> Neighborhood School: Students generally attend the school in the closest proximity to their residence.	33%	58%	8%	0%	0%
<b>MS B.</b> Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend.	7%	33%	40%	20%	0%
<b>MS C.</b> Neighborhood/Choice Schools: This would be the current arrangement.	44%	56%	0%	0%	0%
<b>MS D.</b> Other: Explain in comment box.	0%	0%	0%	0%	100%
<b>HIGH A.</b> Neighborhood School: Students generally attend the school in the closest proximity to their residence.	23%	69%	8%	0%	0%
<b>HS B.</b> Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend.	7%	40%	33%	20%	0%
<b>HS C.</b> Neighborhood/Choice Schools. This would be the current arrangement.	50%	50%	0%	0%	0%
<b>HS D.</b> Other: Explain in comment box.	0%	0%	0%	0%	100%





Web Responses					
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Preference
<b>ELEMENTARY A. Neighborhood School:</b> Students generally attend the school in the closest proximity to their residence.	63%	25%	9%	2%	1%
<b>ES B. Schools of Choice:</b> These schools are typically open enrollment. Students from any part of the district can attend.	13%	47%	27%	8%	4%
<b>ES C. Neighborhood/Choice Schools.</b> This would be the current arrangement.	28%	50%	14%	5%	4%
<b>ES D. Other:</b> Explain in comment box.	8%	3%	3%	3%	82%
<b>MIDDLE A. Neighborhood School:</b> Students generally attend the school in the closest proximity to their residence.	54%	31%	11%	2%	2%
<b>MS B. Schools of Choice:</b> These schools are typically open enrollment. Students from any part of the district can attend.	15%	49%	26%	6%	3%
<b>MS C. Neighborhood/Choice Schools:</b> This would be the current arrangement.	31%	46%	14%	5%	3%
<b>MS D. Other:</b> Explain in comment box.	7%	2%	5%	4%	82%
<b>HIGH A. Neighborhood School:</b> Students generally attend the school in the closest proximity to their residence.	47%	35%	14%	2%	1%
<b>HS B. Schools of Choice:</b> These schools are typically open enrollment. Students from any part of the district can attend.	21%	44%	25%	7%	3%
<b>HS C. Neighborhood/ Choice Schools.</b> This would be the current arrangement.	30%	45%	18%	4%	3%
<b>HS D. Other:</b> Explain in comment box.	6%	4%	5%	4%	81%





## **8. How do you ensure that elementary, middle, and high schools are adequate or "right" size?**

**Summary:** *Fifty-four percent of individual respondents and sixty percent of group participants favored locating elementary schools where the students are. Forty-nine percent of individuals and sixty-seven percent of groups indicated that the best way would be to change grade configurations, number of portables or attendance boundaries to meet the needs of the schools population. Likewise, eighty-five percent of web respondents strongly agreed to agreed that location of school would be the best way to determine adequate school size. While seventy-one percent cited changing grade configuration, number of portables or attendance boundaries to meet the needs of the schools population would be best.*

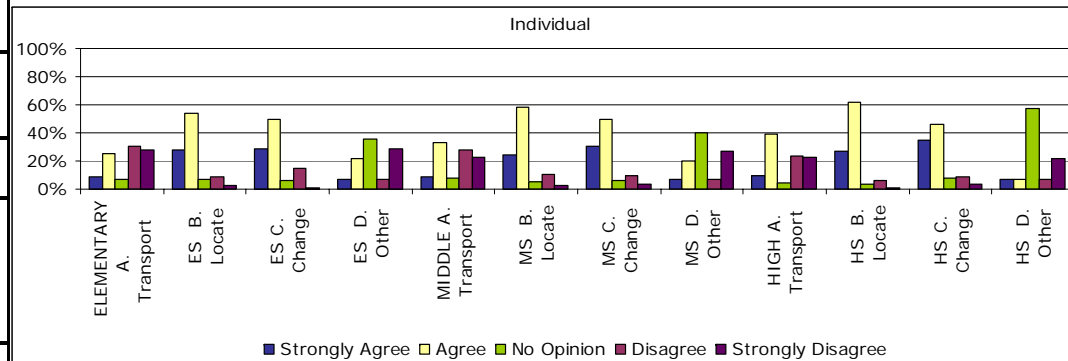
*Comparatively, fifty-eight percent of individual respondents and seventy-one percent of group respondents also agreed school location was the best means to determine the adequate size of a middle school. Fifty percent of individuals and seventy-three percent of groups cited changing grade configurations, number of portables, or attendance boundaries to meet the needs of the school population would be the best way to ensure adequate size for a middle school. Sixty-two percent of web respondents had no opinion.*

*Comparatively, eighty percent of web respondents and sixty-two percent of individual respondents agreed school location was the best way to ensure adequate size for a high school. Eighty percent of group respondents agreed the best way to ensure adequate size for a high school would be to change grade configurations, number of portables, or attendance boundaries to meet the needs of the schools population.*

*Written comments varied, but indicated a strong concern for the amount of time students spend traveling to school. Participants stated that this causes minimal parent/child interaction and shortens student's homework time as well as free time. Additional comments cited parents should be responsible for providing transportation to transfer students.*

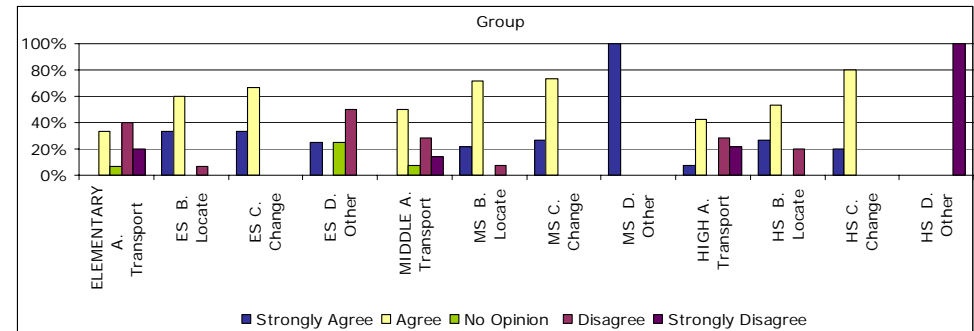


Individual Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
ELEMENTARY A. Transport students to where the schools are	9%	26%	7%	30%	28%
ES B. Locate schools where the students are	28%	54%	7%	8%	2%
ES C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	29%	49%	6%	14%	1%
ES D. Other: Explain in comment box	7%	21%	36%	7%	29%
MIDDLE A. Transport students to where the schools are	9%	33%	8%	28%	23%
MS B. Locate schools where the students are	24%	58%	5%	10%	3%
MS C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	30%	50%	6%	10%	4%
MS D. Other: Explain in comment box	7%	20%	40%	7%	27%
HIGH A. Transport students to where the schools are	10%	39%	5%	24%	23%
HS B. Locate schools where the students are	27%	62%	4%	6%	1%
HS C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	35%	46%	7%	9%	4%
HS D. Other: Explain in comment box	7%	7%	57%	7%	21%



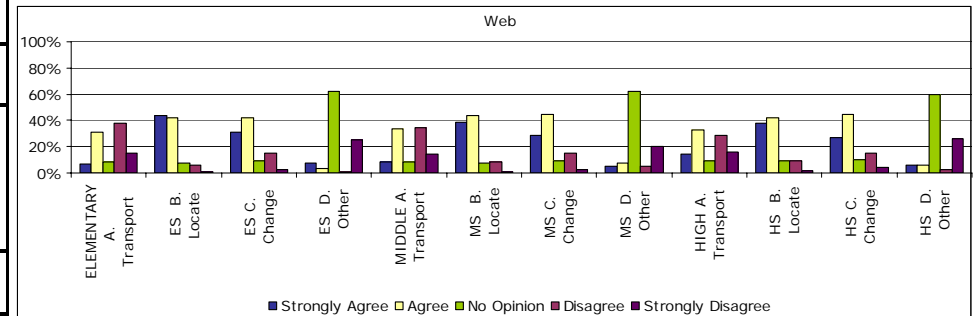


Group Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
ELEMENTARY A. Transport students to where the schools are	0%	33%	7%	40%	20%
ES B. Locates schools where the students are	33%	60%	0%	7%	0%
ES C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	33%	67%	0%	0%	0%
ES D. Other: Explain in comment box	25%	0%	25%	50%	0%
MIDDLE A. Transport students to where the schools are	0%	50%	7%	29%	14%
MS B. Locates schools where the students are	21%	71%	0%	7%	0%
MS C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	27%	73%	0%	0%	0%
MS D. Other: Explain in comment box	100%	0%	0%	0%	0%
HIGH A. Transport students to where the schools are	7%	43%	0%	29%	21%
HS B. Locates schools where the students are	27%	53%	0%	20%	0%
HS C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	20%	80%	0%	0%	0%
HS D. Other: Explain in comment box	0%	0%	0%	0%	100%





Web Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
ELEMENTARY A. Transport students to where the schools are	7%	31%	9%	38%	15%
ES B. Locates schools where the students are	43%	42%	8%	6%	1%
ES C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	31%	42%	9%	15%	2%
ES D. Other: Explain in comment box	8%	4%	63%	1%	25%
MIDDLE A. Transport students to where the schools are	8%	34%	8%	35%	15%
MS B. Locates schools where the students are	39%	44%	8%	9%	1%
MS C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	28%	45%	9%	15%	3%
MS D. Other: Explain in comment box	5%	8%	62%	5%	20%
HIGH A. Transport students to where the schools are	14%	32%	9%	28%	16%
HS B. Locates schools where the students are	38%	42%	10%	9%	1%
HS C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	27%	44%	10%	15%	4%
HS D. Other: Explain in comment box	6%	6%	60%	3%	26%





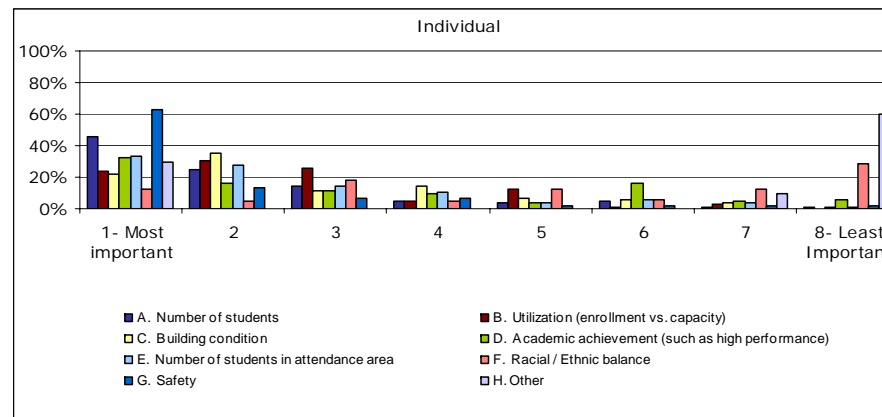
**9. Please rank the following criteria from most important to least important in consideration of school consolidation.**

**Summary:** *Sixty-three percent of individuals, seventy-one percent of group, and sixty-three percent of web respondents all expressed safety as the most important issue to factor when considering school consolidation.*

*Individual comments as well as group comments believed that the schools staff makes the difference in safety. Comments reiterated the importance of small learning communities, well rounded curriculum, and the importance of the student to teacher ratio. Additionally, comments stated that racial/ethnic background should not be an issue when considering school consolidation.*

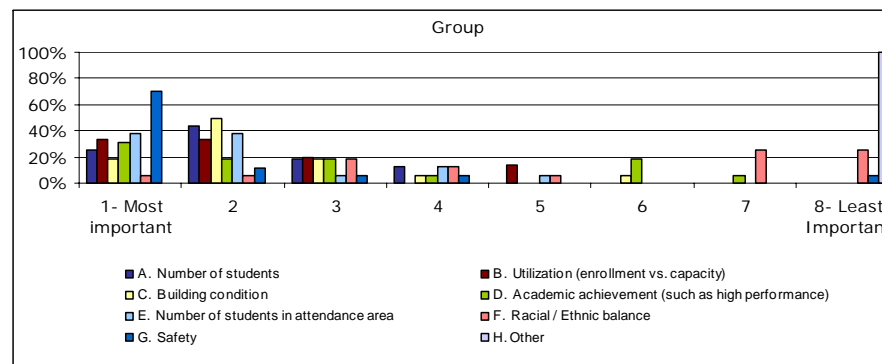


Individual Responses								
	1- Most important	2	3	4	5	6	7	8- Least Important
A. Number of students	45%	25%	14%	5%	4%	5%	1%	1%
B. Utilization (enrollment vs. capacity)	24%	30%	25%	5%	12%	1%	2%	0%
C. Building condition	22%	35%	12%	14%	7%	6%	3%	1%
D. Academic achievement (such as high performance)	33%	16%	12%	9%	3%	16%	5%	6%
E. Number of students in attendance area	33%	27%	14%	11%	4%	6%	4%	1%
F. Racial / Ethnic balance	13%	5%	18%	5%	13%	6%	13%	29%
G. Safety	63%	14%	7%	7%	2%	2%	2%	2%
H. Other	30%	0%	0%	0%	0%	0%	10%	60%



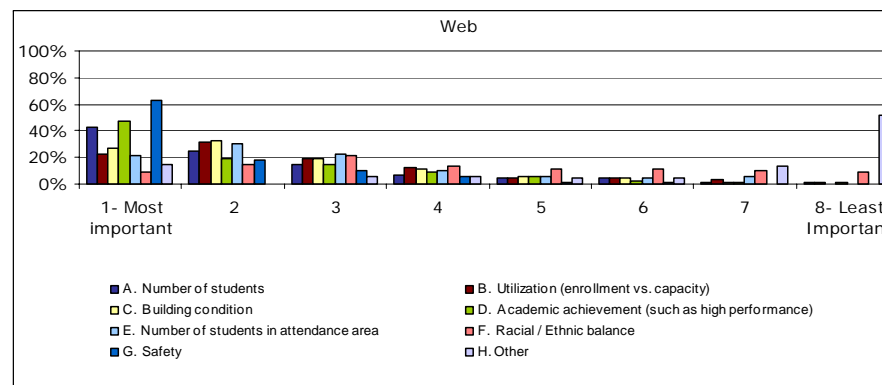


Group Responses								
	1- Most important	2	3	4	5	6	7	8- Least Important
A. Number of students	25%	44%	19%	13%	0%	0%	0%	0%
B. Utilization (enrollment vs. capacity)	33%	33%	20%	0%	13%	0%	0%	0%
C. Building condition	19%	50%	19%	6%	0%	6%	0%	0%
D. Academic achievement (such as high performance)	31%	19%	19%	6%	0%	19%	6%	0%
E. Number of students in attendance area	38%	38%	6%	13%	6%	0%	0%	0%
F. Racial / Ethnic balance	6%	6%	19%	13%	6%	0%	25%	25%
G. Safety	71%	12%	6%	6%	0%	0%	0%	6%
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	43%	25%	15%	7%	4%	5%	1%	1%
B. Utilization (enrollment vs. capacity)	23%	32%	20%	13%	5%	4%	3%	1%
C. Building condition	27%	32%	19%	11%	6%	4%	1%	0%
D. Academic achievement (such as high performance)	47%	19%	14%	9%	6%	2%	1%	1%
E. Number of students in attendance area	21%	30%	23%	10%	6%	5%	5%	0%
F. Racial / Ethnic balance	9%	14%	21%	14%	11%	11%	10%	9%
G. Safety	63%	18%	10%	5%	1%	2%	0%	0%
H. Other	14%	0%	6%	6%	4%	4%	13%	52%





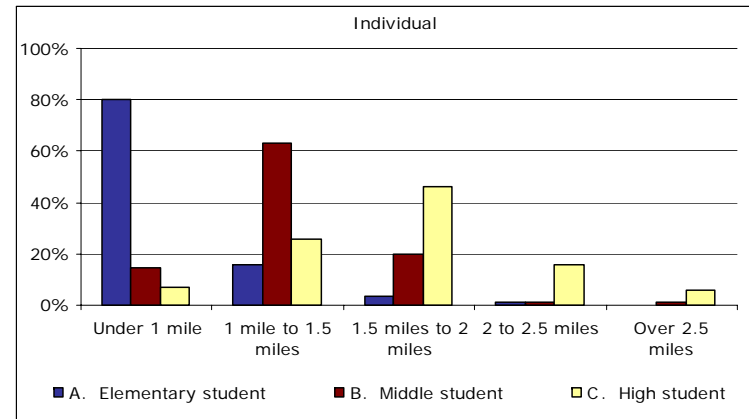
**10. Assuming that there are no major boundaries such as highways, what is the maximum distance that an elementary, middle, and high school student should have to walk to school?**

**Summary:** *Eighty percent of individuals, one-hundred percent of group, and eighty-three percent of web respondents agreed that the maximum distance an elementary student should have to walk is less than 1 mile. Sixty-three percent of individual participants, seventy-eight percent of group, and fifty-three percent of web respondents agreed that middle school students should not have to walk longer than 1.5 miles. Comparatively, Forty-six percent of individuals, and fifty percent of group participants expressed that a high school student should not have to walk longer than two miles. Thirty percent of web respondents agreed, but thirty-one percent stated that a high school student should not have to walk longer than 1.5 mile.*

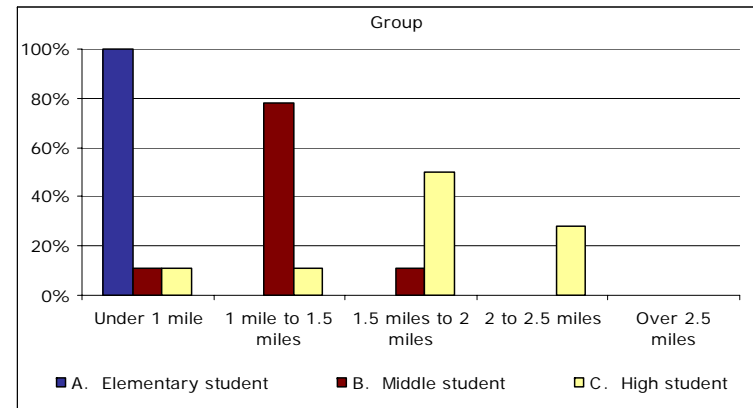
*Individual, group and web comments emphasized that the neighborhood determines the distance a student should have to travel to school. Web comments suggest that elementary students should not be walking without adult supervision and that parents should be responsible for transporting their children to school if they live more than two miles away.*



Individual Responses			
	A. Elementary student	B. Middle student	C. High student
Under 1 mile	80%	14%	7%
1 mile to 1.5 miles	16%	63%	26%
1.5 miles to 2 miles	3%	20%	46%
2 to 2.5 miles	1%	1%	16%
Over 2.5 miles	0%	1%	6%

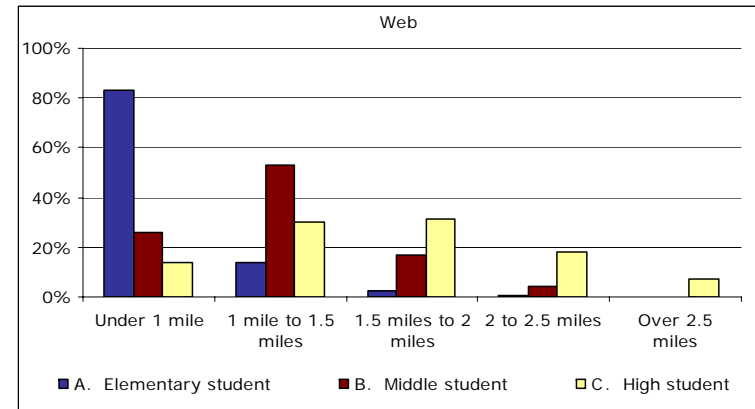


Group Responses			
	A. Elementary student	B. Middle student	C. High student
Under 1 mile	100%	11%	11%
1 mile to 1.5 miles	0%	78%	11%
1.5 miles to 2 miles	0%	11%	50%
2 to 2.5 miles	0%	0%	28%
Over 2.5 miles	0%	0%	0%





Web Responses			
	A. Elementary student	B. Middle student	C. High student
Under 1 mile	83%	26%	14%
1 mile to 1.5 miles	14%	53%	30%
1.5 miles to 2 miles	3%	17%	31%
2 to 2.5 miles	0%	4%	18%
Over 2.5 miles	0%	0%	7%





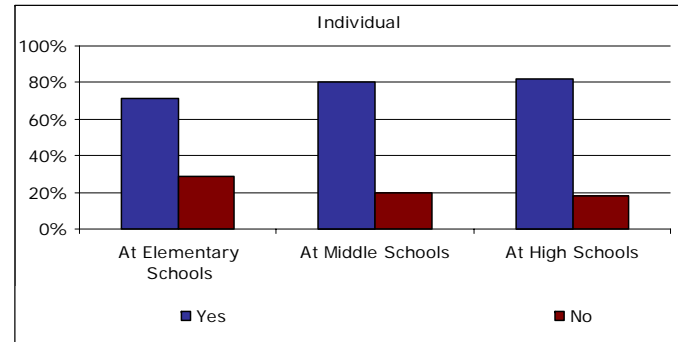
**11. Should local government and/or non-profit organizations co-fund educational facilities in order to share buildings, operating, and maintenance costs?**

**Summary:** *Seventy-two percent of individuals, seventy-three percent of group, and sixty-four percent of web respondents indicated support for local government and/or non profit organizations co-fund educational facilities at the elementary level. Eighty percent of individuals, eighty percent of group, and Sixty-nine percent of web participants felt the same way about middle schools. Likewise, eighty-two percent of individual, eighty-seven percent of group, and seventy-two percent of web respondents indicated local government and/or non-profit organizations co-fund educational facilities in order to share buildings, operating, and maintenance cost at the high school level.*

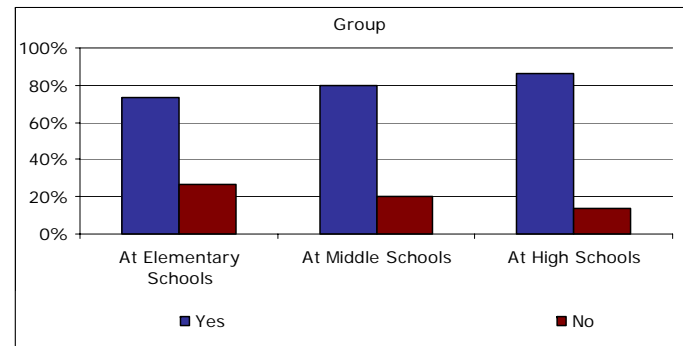
*Comments stated that this would be ideal as long as the school maintained priority and as long as limits were set. Individual comments suggested that this situation would work if fees were not cost prohibitive. Additionally, web comments stated that there are no benefits to the school to rent out facilities since that money goes to the district, while others stated, sharing school facilities was a great way to get outside community support.*



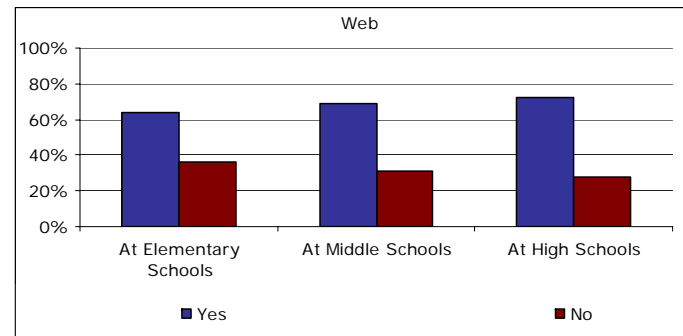
Individual Responses		
	Yes	No
At Elementary Schools	72%	28%
At Middle Schools	80%	20%
At High Schools	82%	18%



Group Responses		
	Yes	No
At Elementary Schools	73%	27%
At Middle Schools	80%	20%
At High Schools	87%	13%



Web Responses		
	Yes	No
At Elementary Schools	64%	36%
At Middle Schools	69%	31%
At High Schools	72%	28%





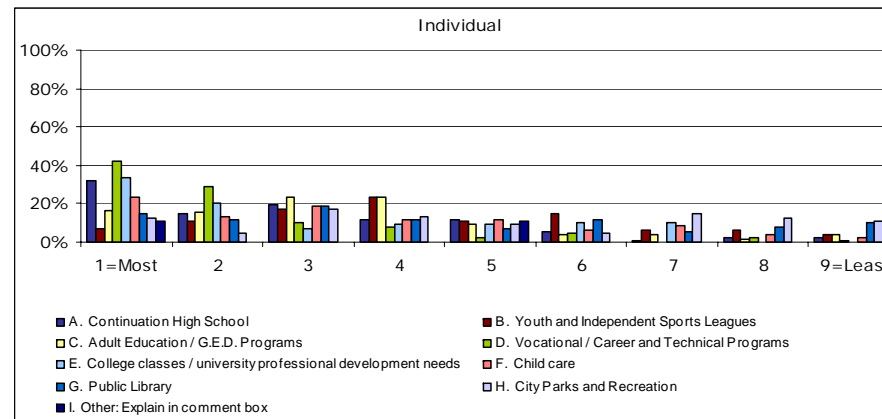
**12. Please rank the following from most important to least important in consideration of LBUSD making space available for the following. (1=Most important, 9=Least important)**

**Summary:** *Forty-two percent of individuals, fifty percent of group, and thirty-eight percent of web respondents indicated a strong preference for vocational/career and technical programs as the most important program when considering making space available in the district.. Thirty-two percent of individuals and thirty five percent of group respondents cited continuation high schools were more important. Comparatively, thirty-seven percent of web respondents stated that college classes/university professional development needs were most important.*

*Individual and group comment state that all of these programs are equally important. Web comments indicate that vocational programs would be best for students who are not on track for college to teach them basic life skills. Additional comments expressed that child care would benefit working people who struggle with its affordability.*

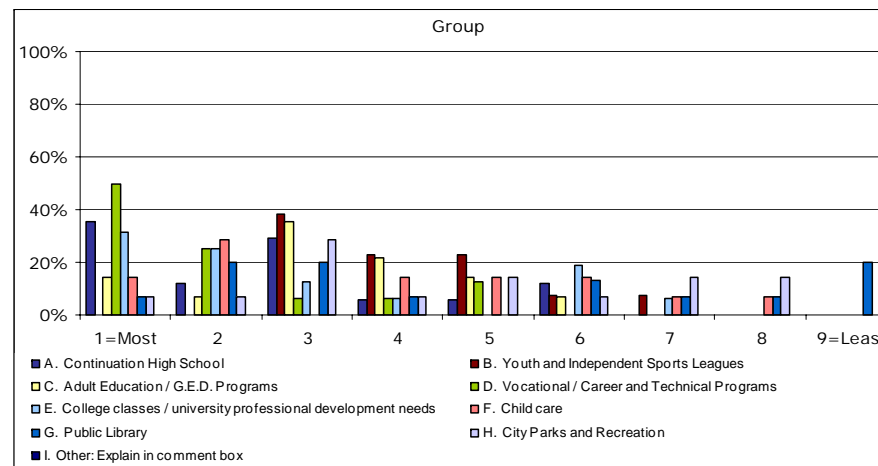


Individual Responses									
	1=Most	2	3	4	5	6	7	8	9=Least
A. Continuation High School	32%	15%	19%	11%	11%	6%	1%	2%	2%
B. Youth and Independent Sports Leagues	7%	11%	17%	23%	11%	15%	6%	6%	4%
C. Adult Education / G.E.D. Programs	16%	15%	24%	24%	9%	4%	4%	1%	4%
D. Vocational / Career and Technical Programs	42%	29%	10%	8%	2%	5%	0%	2%	1%
E. College classes / university professional development needs	33%	21%	7%	9%	9%	10%	10%	0%	0%
F. Child care	24%	13%	19%	12%	12%	6%	8%	4%	2%
G. Public Library	15%	12%	19%	12%	7%	12%	6%	8%	10%
H. City Parks and Recreation	12%	5%	17%	13%	10%	5%	15%	12%	11%
I. Other: Explain in comment box	11%	0%	0%	0%	11%	0%	0%	0%	78%



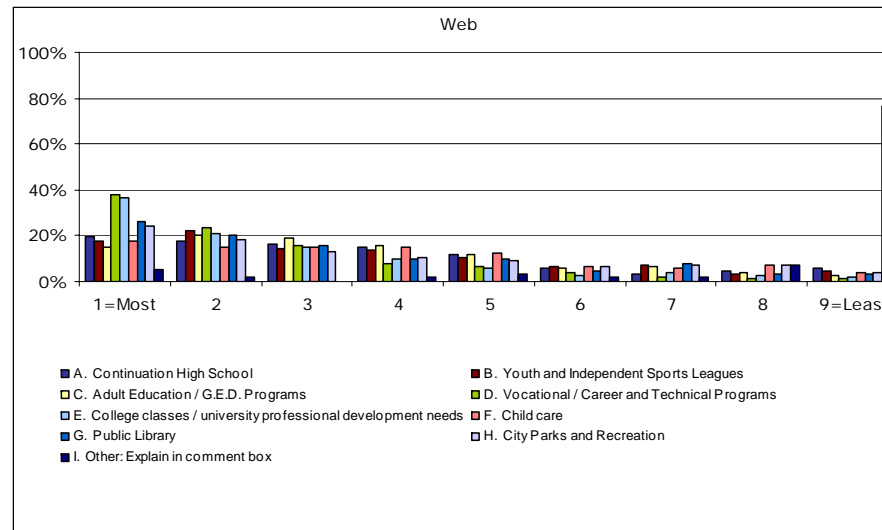


Group Responses									
	1=Most	2	3	4	5	6	7	8	9=Least
A. Continuation High School	35%	12%	29%	6%	6%	12%	0%	0%	0%
B. Youth and Independent Sports Leagues	0%	0%	38%	23%	23%	8%	8%	0%	0%
C. Adult Education / G.E.D. Programs	14%	7%	36%	21%	14%	7%	0%	0%	0%
D. Vocational / Career and Technical Programs	50%	25%	6%	6%	13%	0%	0%	0%	0%
E. College classes / university professional development needs	31%	25%	13%	6%	0%	19%	6%	0%	0%
F. Child care	14%	29%	0%	14%	14%	14%	7%	7%	0%
G. Public Library	7%	20%	20%	7%	0%	13%	7%	7%	20%
H. City Parks and Recreation	7%	7%	29%	7%	14%	7%	14%	14%	0%
I. Other: Explain in comment box	0%	0%	0%	0%	0%	0%	0%	0%	0%





Web Responses									
	1=Most	2	3	4	5	6	7	8	9=Least
A. Continuation High School	20%	18%	16%	15%	12%	6%	3%	4%	6%
B. Youth and Independent Sports Leagues	18%	22%	15%	14%	10%	6%	7%	3%	5%
C. Adult Education / G.E.D. Programs	15%	20%	19%	16%	12%	6%	6%	4%	2%
D. Vocational / Career and Technical Programs	38%	24%	16%	8%	6%	4%	2%	1%	1%
E. College classes / university professional development needs	37%	21%	15%	10%	6%	3%	4%	3%	2%
F. Child care	18%	15%	15%	15%	13%	7%	6%	7%	4%
G. Public Library	26%	20%	16%	9%	10%	4%	8%	3%	3%
H. City Parks and Recreation	24%	18%	13%	10%	9%	7%	7%	7%	4%
I. Other: Explain in comment box	5%	2%	0%	2%	4%	2%	2%	7%	77%





**13. How should high schools be organized?**

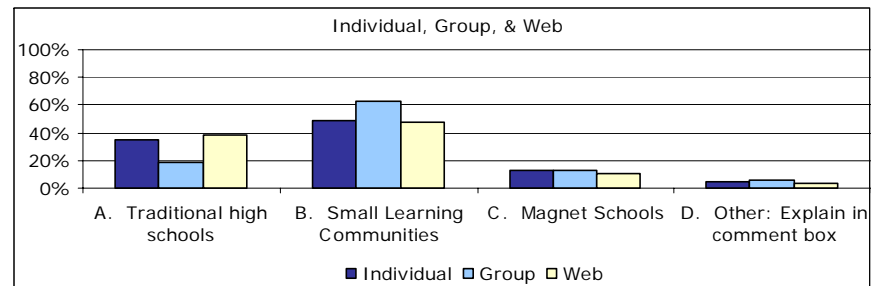
**Summary:** *Forty-eight percent of individuals, sixty-three percent of group, and forty-eight percent of web respondents indicated high schools should be organized as small learning communities.*

*Individual comments state that all programs should be offered as well as trade schools and that core curriculum should be the priority. Additional comments reinforce having small learning communities because it helps with overcrowding high schools, as well as makes the students school experience more personalized.*

Individual Responses	
A. Traditional high schools	35%
B. Small Learning Communities	48%
C. Magnet Schools	12%
D. Other: Explain in comment box	4%

Group Responses	
A. Traditional high schools	19%
B. Small Learning Communities	63%
C. Magnet Schools	13%
D. Other: Explain in comment box	6%

Web Responses	
A. Traditional high schools	38%
B. Small Learning Communities	48%
C. Magnet Schools	10%
D. Other: Explain in comment box	4%





**14.** I would prefer...

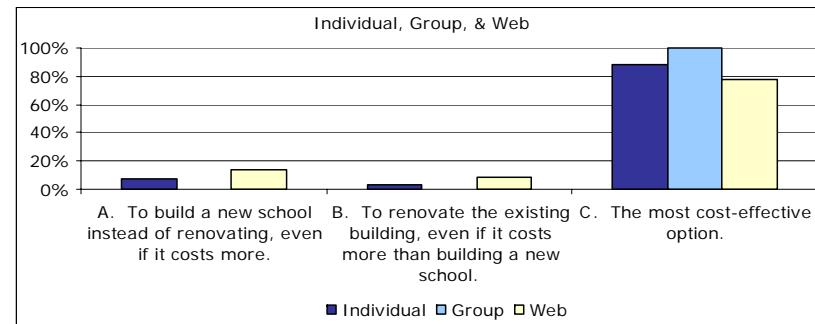
Individual Responses	
A. To build a new school instead of renovating, even if it costs more.	8%
B. To renovate the existing building, even if it costs more than building a new school.	3%
C. The most cost-effective option.	89%

Group Responses	
A. To build a new school instead of renovating, even if it costs more.	0%
B. To renovate the existing building, even if it costs more than building a new school.	0%
C. The most cost-effective option.	100%

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.	9%
C. The most cost-effective option.	77%

**Summary:** *Eighty-nine percent of individuals, one hundred percent of group, and seventy-seven percent of web response all indicated a strong preference for the most cost effective option.*

*Individual, group, and web respondents all agreed that the most cost effective means should be used, providing that it does not limit innovation, or insinuate taking the cheapest route. Individuals also stated that cost effectiveness should not take that place of what students need. Web participants stated that the fastest option should be used, as well as the option that provides the best quality for the students.*





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

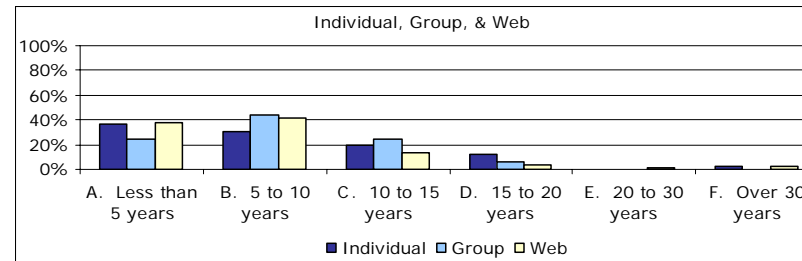
**Summary:** *Thirty-six percent of individuals respondents that portables/bungalows should be used less then five years before they are replaced with permanent construction. Forty-four percent of group participants cited that bungalows/portable should be used for 5-10 years before they are replaced. Forty-two percent of web respondents agreed that 5-10 years was sufficient, while thirty-eight percent indicated that portables/bungalows should be used for less than 5 years.*

Individual Responses	
A. Less than 5 years	36%
B. 5 to 10 years	30%
C. 10 to 15 years	20%
D. 15 to 20 years	12%
E. 20 to 30 years	0%
F. Over 30 years	2%

Group Responses	
A. Less than 5 years	25%
B. 5 to 10 years	44%
C. 10 to 15 years	25%
D. 15 to 20 years	6%
E. 20 to 30 years	0%
F. Over 30 years	0%

Web Responses	
A. Less than 5 years	38%
B. 5 to 10 years	42%
C. 10 to 15 years	13%
D. 15 to 20 years	4%
E. 20 to 30 years	1%
F. Over 30 years	3%

*Individual comments as well group responses cited that bungalows/portables should be used as long as they safe, functional, and as long as their conditions are in good shape. Web comments indicated cost analysis, and census projections should be conducted to determine the length of time that a bungalow/portable should be used.*





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

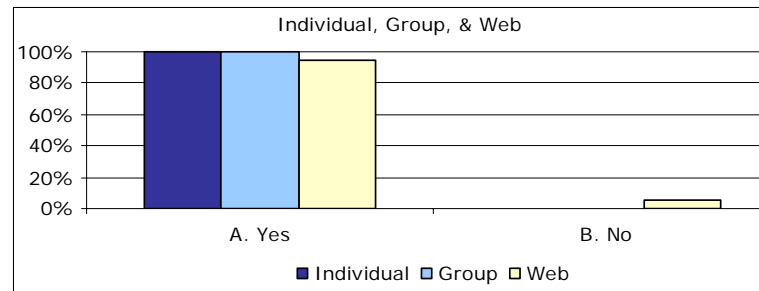
**Summary:** One hundred percent of individuals, one hundred percent of group, and ninety-five percent of web respondents all indicated a strong preference for buildings to have air-conditioned as they are built new or renovated.

Individual comments cited that air would help students to concentrate, teacher to teach, and make the learning environment more conducive for all involved. Other comments stated that air-condition is not necessary as long as there is adequate ventilation and depending on location of the school. Additional comments, suggest putting ceiling fans in the schools, and reinforce air quality in Long Beach as being poor therefore air would help with health and safety issues .

Individual Responses	
A. Yes	100%
B. No	0%

Group Responses	
A. Yes	100%
B. No	0%

Web Responses	
A. Yes	95%
B. No	5%





**17. What academic issues should be considered while developing the Long Beach School District Facility Master Plan?**

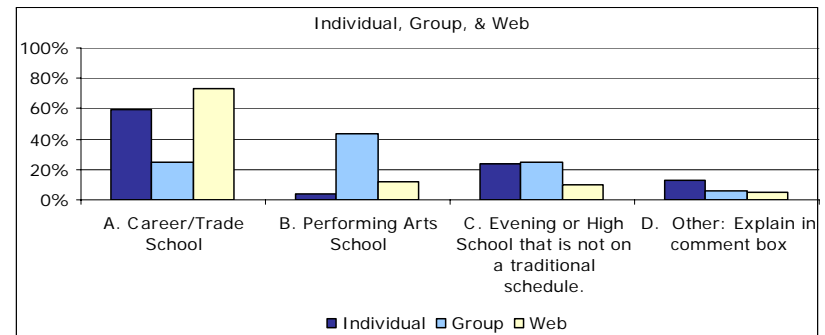
Individual Responses	
A. Career/Trade School	60%
B. Performing Arts School	4%
C. Evening or High School that is not on a traditional schedule.	24%
D. Other: Explain in comment box	13%

Group Responses	
A. Career/Trade School	25%
B. Performing Arts School	44%
C. Evening or High School that is not on a traditional schedule.	25%
D. Other: Explain in comment box	6%

Web Responses	
A. Career/Trade School	74%
B. Performing Arts School	12%
C. Evening or High School that is not on a traditional schedule.	9%
D. Other: Explain in comment box	5%

**Summary:** Sixty percent of individual respondents and seventy-four percent of web respondents indicate career/trade schools should be considered while developing the Long Beach School District Facility Master Plan. Comparatively, forty-four percent of group respondents cited performing arts schools should be considered.

Comments state that all academic issues should be considered, because they are all important. Additional web comments reiterate the idea that all high school students are not college bund, and that they should have opportunities as well.





## Demographics

OPTIONAL 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%	0%
Alvarado	0%	0%
Barton	4%	1%
Birney	0%	2%
Bixby	0%	3%
Bryant	0%	0%
Buffum	0%	3%
Burbank	0%	1%
Burnett	0%	0%
Burroughs	4%	1%
Carver	22%	12%
Chavez	0%	1%
Cleveland	0%	2%
Edison	0%	0%
Emerson	11%	18%
Fremont	0%	2%
Gant	0%	4%
Garfield	0%	1%
Grant	0%	1%
Harte	0%	2%
Henry	0%	5%
Holmes	0%	1%
International	0%	1%
Keller	7%	3%
Kettering	0%	3%
King	0%	1%
Lafayette	0%	1%
Lee	0%	1%
Lincoln	0%	2%
Longfellow	4%	2%
Los Cerritos	0%	1%
Lowell	0%	2%
MacArthur	4%	1%
Madison	0%	0%
Mann	0%	0%
McKinley	0%	1%
Muir	0%	0%
Naples	4%	2%
Prisk	30%	10%
Riley	0%	1%
Roosevelt	4%	2%
Signal Hill	4%	0%
Stevenson	0%	1%
Sutter	0%	2%
Tucker	0%	0%
Twain	0%	0%
Two Harbors	0%	0%
Webster	0%	0%
Whittier	0%	0%
Willard	4%	1%

OPTIONAL 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	15%	6%
Gompers K-6	0%	1%
Butler K-8	0%	1%
Cubberley K-8	12%	12%
Hudson K-8	0%	1%
Monroe K-8	0%	1%
Newcomb K-8	3%	7%
Powell K-8	0%	0%
Robinson K-8	0%	0%
Tincher K-8	0%	3%
Bancroft MS	0%	1%
DeMille MS	4%	3%
Franklin MS	0%	2%
Hamilton MS	0%	1%
Hill MS	1%	2%
Hoover MS	1%	0%
Hughes MS	2%	2%
Jefferson MS	0%	2%
Lindbergh MS	0%	1%
Marshall MS	3%	5%
Rogers MS	0%	0%
Stanford MS	9%	1%
Stephens MS	0%	0%
Washington MS	0%	0%
Savannah Academy (9th) HS	0%	1%
CA Academy of Math and Science HS	1%	1%
Cabrillo HS	1%	1%
Jordan Academy HS	1%	0%
Jordan HS	1%	1%
Lakewood HS	3%	3%
Millikan HS	32%	22%
Poly Academy of Accelerated Learning (PAAL) HS	2%	1%
Polytechnic HS	2%	3%
Reid HS	1%	0%
Renaissance HS	1%	0%
Wilson HS	4%	3%
Avalon K-12	0%	0%



Gender		
	Individual Responses	Web Responses
Male	38%	20%
Female	62%	80%

Your Age		
	Individual Responses	Web Responses
Under 18	8%	1%
18 - 29	3%	6%
30 - 39	20%	27%
40 - 49	44%	35%
50 - 64	19%	30%
65+	6%	0%

Ethnicity		
	Individual Responses	Web Responses
White (Non-Hispanic)	68%	78%
Black / African-American (Non-Hispanic)	11%	4%
Hispanic or Latino	15%	9%
Asian (Non-Hispanic)	1%	3%
Pacific Islander/Am. Indian/Alaska Native/ Other (Non-Hispanic)	0%	3%
Two or more races (Non-Hispanic)	4%	3%

Education		
	Individual Responses	Web Responses
Current Student	8%	1%
Not a High School Graduate	0%	0%
High School Graduate	1%	5%
Some College/Trade School	15%	20%
College Graduate	43%	28%
Advanced Degree	34%	46%



Are you a resident of Long Beach Unified School District?		
	Individual Responses	Web Responses
Yes	88%	80%
No	12%	20%

How many years have you lived in Long Beach Unified School District?		
	Individual Responses	Web Responses
Less than 2	6%	2%
2 - 5	0%	8%
6 - 10	18%	13%
11 - 15	21%	14%
16 - 20	8%	15%
More than 20	47%	48%

Are you an employee or retiree of the Long Beach Unified School District?		
	Individual Responses	Web Responses
Yes	45%	65%
No	55%	35%

If you are an employee or retiree, what is / was your position?		
	Individual Responses	Web Responses
Teacher	45%	60%
Support Staff	15%	29%
Retired	3%	0%
Administration	30%	5%
Other [Please specify (optional)]	6%	7%