

Building on Success:
Schools for the Next Generation



Long Beach Unified School District
Community Dialogue I Results Report
CABRILLO—PLANNING AREA D

Summary

long
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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 40 parents, students, district officials, administrators and staff, community and business representatives, and other educational stakeholders and supporters were in attendance. There were 40 Cabrillo questionnaires completed and turned in at the community dialogue. To increase input opportunities, members of the Cabrillo 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 Cabrillo Planning Area Committee members.

This document represents the results of the 47 individual and group questionnaires completed and collected at the November 29th community dialogue. Of the 47 questionnaires, 40 were individually completed and 7 were completed by small groups. A web version of the questionnaire was posted from November 30th through December 22nd. During this time, 147 questionnaires were completed online. Within this document are the results of the individual, group, and web questionnaires completed for the Cabrillo Planning Area. In addition, questions posed to participants, 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 size (number of students) for an elementary school (Pre-K – 5)?

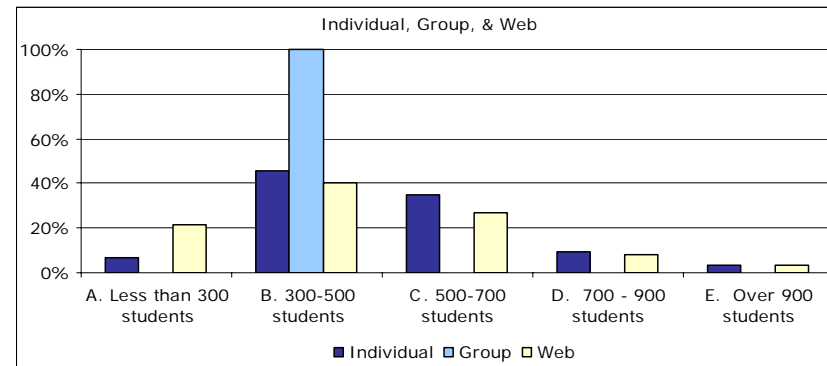
Summary: Forty-five percent of individual participants indicated that elementary schools should house between 300 and 500 students. Comparatively, one hundred percent of group responses and forty percent of web attendees expressed a desire for elementary schools accommodating 300 to 500 students.

Comments reinforced the concept of small elementary schools. Individual, group, and web respondents cited benefits of small elementary schools as manageable student to teacher ratio, more individualized attention for students, an environment more conducive for instruction, and less discipline problems. Additionally, comments stated that smaller schools allow for a greater 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
7%	45%	35%	9%	3%

Group Responses				
A. Less than 300 students	B. 300-500 students	C. 500-700 students	D. 700 - 900 students	E. Over 900 students
0%	100%	0%	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
21%	40%	27%	8%	3%





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

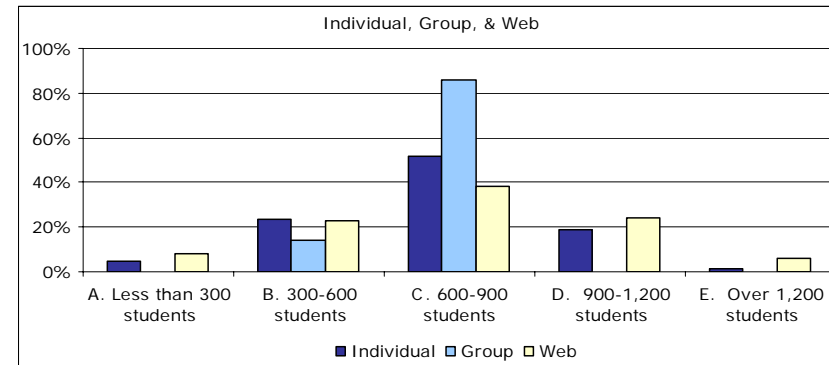
Summary: Fifty-two percent of individual respondents indicated a preference for middle schools of 600-900 students. Likewise, eighty-six percent of group respondents and thirty-nine percent of web responses indicated a preference for middle schools of 600-900 students.

Individual, group, and web comments reinforced the desire for middle schools of 600 – 900 students. Comments supporting preferred sizes stated that staff better connect with students and quality of instruction can be improved. Additionally, comments included minimizing behavioral problems, allowing for more individualized attention, and establishing of better parent/teacher/students relationships.

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
4%	24%	52%	19%	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%	14%	86%	0%	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
8%	23%	39%	24%	6%





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

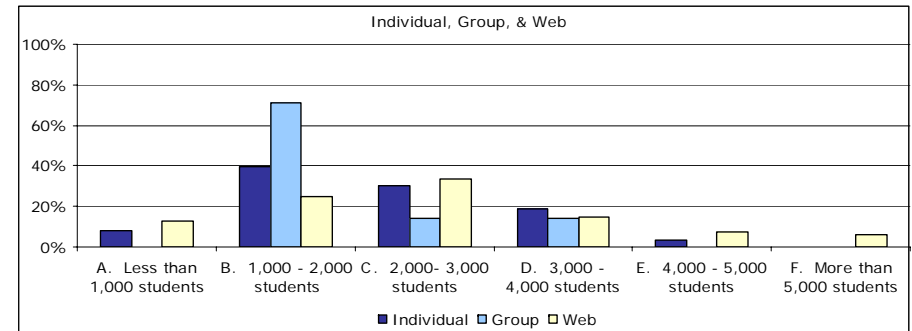
Summary: Forty percent of individual respondents favored high schools of 1,000 – 2,000 students and seventy-one percent of groups expressed a desire for high school of this same size. Comparatively, thirty-four of web respondents indicated a desire for high schools of 2,000 – 3,000 students.

Comments stated that smaller class and school sizes could be a way to provide one on one instruction and allow for administrators and teachers to know students. Comments also cited less conflict as a benefit of smaller schools. Further, comments emphasized the importance of preparing students for life after high school and need for additional high schools.

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
8%	40%	30%	19%	3%	0%

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%	71%	14%	14%	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
13%	25%	34%	15%	7%	6%





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

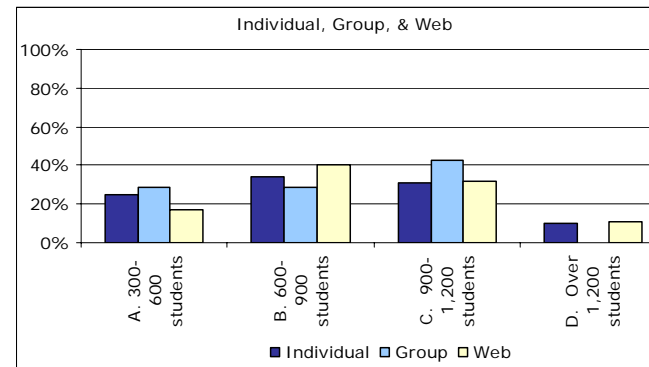
Summary: Thirty-four percent of individual and forty percent of web responses indicated a desire for K – 8 schools to house 600-900 students. Comparatively, forty-three percent of group responses expressed a desire for K – 8 schools to accommodate 900 – 1,200 students.

Comments expressed support for smaller class sizes and indicated that they are better for students. A benefit of small class sizes identified was more individualized attention for students by teachers. In addition, some comments did not favor K -8 schools. It was also stated that teachers have difficulty controlling classes with too many students.

Individual Responses			
A. 300-600 students	B. 600-900 students	C. 900-1,200 students	D. Over 1,200 students
25%	34%	31%	10%

Group Responses			
A. 300-600 students	B. 600-900 students	C. 900-1,200 students	D. Over 1,200 students
29%	29%	43%	0%

Web Responses			
A. 300-600 students	B. 600-900 students	C. 900-1,200 students	D. Over 1,200 students
17%	40%	32%	11%

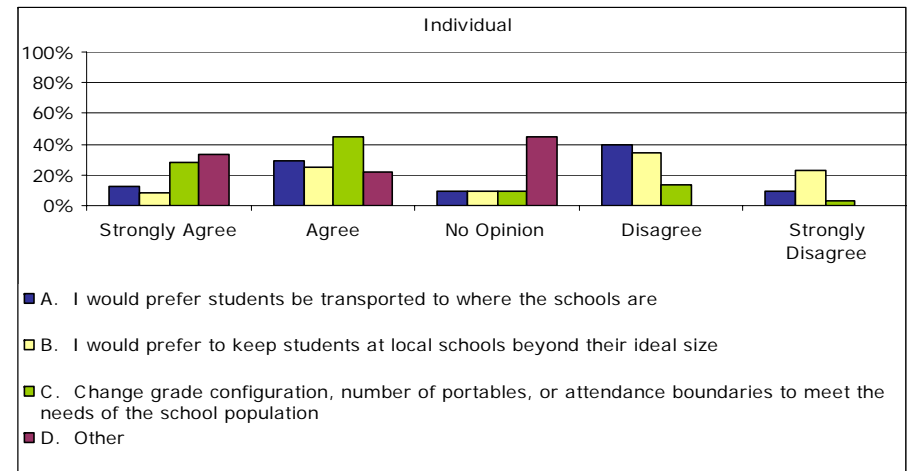




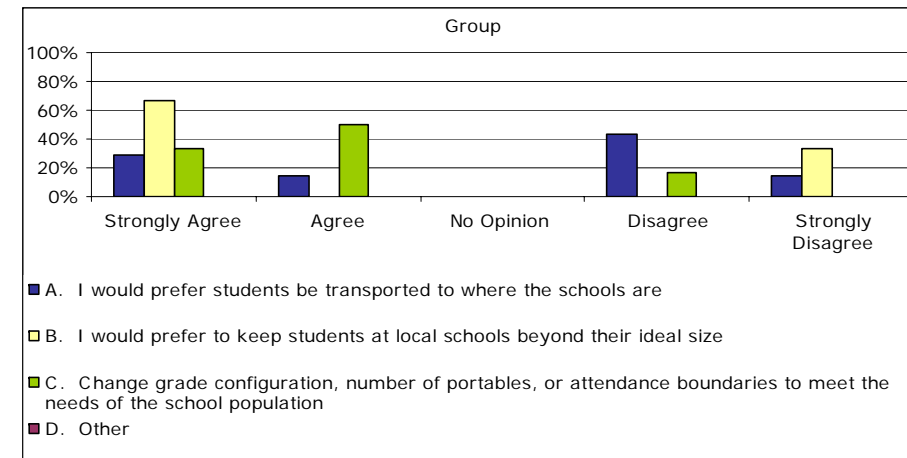
5. Schools may become larger than their ideal size (number of students); how do you suggest ELEMENTARY schools be adjusted?

Summary: *Forty-five percent of individual and thirty-eight percent of web respondents favored change of grade configuration, number of portables, or attendance boundaries as ways to meet the needs of elementary population. Comparatively, sixty-seven percent of group respondents strongly agreed that they would prefer to keep students at local schools beyond their ideal size. Comments stated that students attending schools close to their home provides more options for parents such as picking up their child after school.*

Individual Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. I would prefer students be transported to where the schools are	13%	29%	9%	40%	9%
B. I would prefer to keep students at local schools beyond their ideal size	8%	25%	10%	35%	23%
C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	29%	45%	10%	13%	4%
D. Other	33%	22%	44%	0%	0%

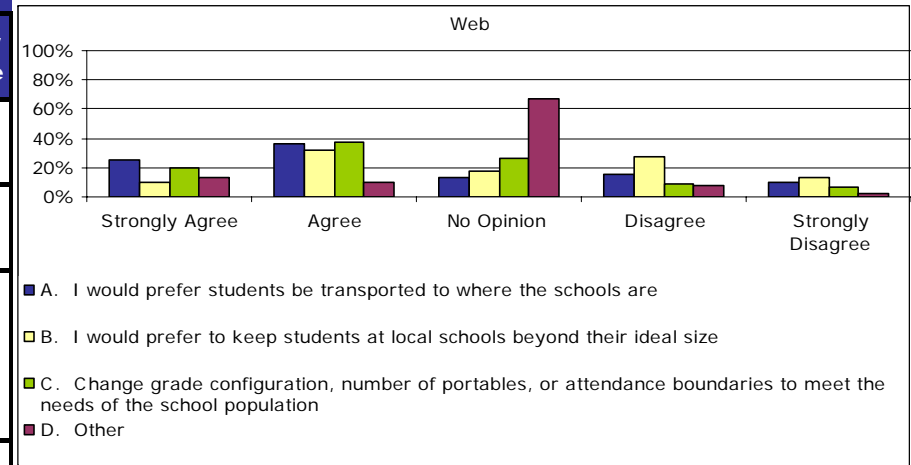


Group Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. I would prefer students be transported to where the schools are	29%	14%	0%	43%	14%
B. I would prefer to keep students at local schools beyond their ideal size	67%	0%	0%	0%	33%
C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	33%	50%	0%	17%	0%
D. Other	0%	0%	0%	0%	0%





Web Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. I would prefer students be transported to where the schools are	26%	36%	14%	16%	9%
B. I would prefer to keep students at local schools beyond their ideal size	10%	32%	18%	28%	13%
C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	20%	38%	26%	9%	7%
D. Other	14%	10%	67%	7%	2%



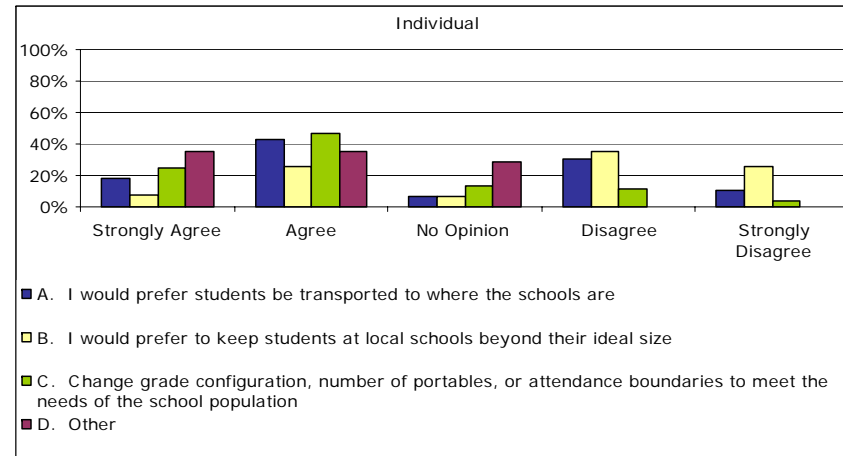


6. Schools may become larger than their ideal size (number of students); how do you suggest MIDDLE schools be adjusted?

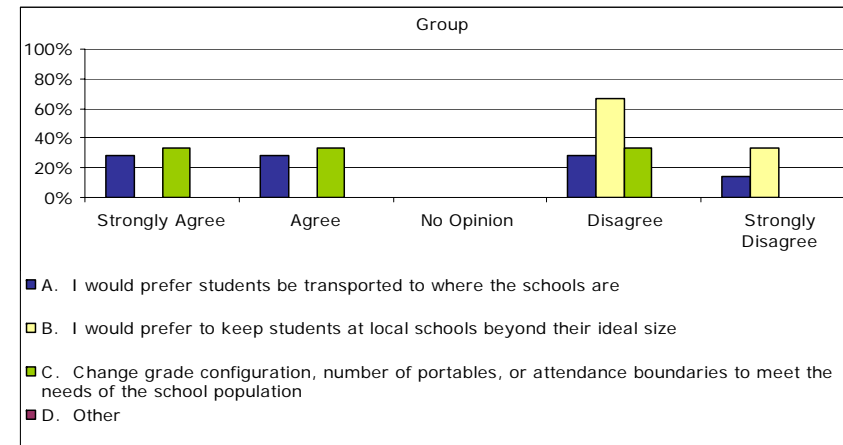
Summary: *Forty-six percent of individual and forty-two percent of web respondents preferred middle school students to be transported to where schools are as a way to adjust when schools become larger than their ideal size. Similarly, thirty-three percent of group responses were in favor of changing grade configuration, number of portables, or attendance boundaries to meet the needs the needs of the schools population.*

Comments included that middle schools are formative years for students, no transportation should be provided for students and no overcrowding of schools should be permitted.

Individual Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. I would prefer students be transported to where the schools are	18%	43%	7%	31%	11%
B. I would prefer to keep students at local schools beyond their ideal size	8%	25%	6%	35%	25%
C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	25%	46%	14%	11%	4%
D. Other	36%	36%	29%	0%	0%

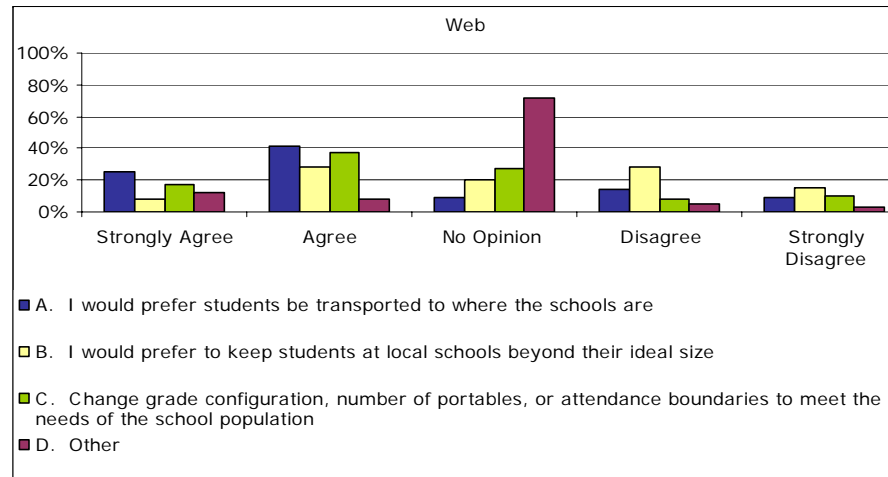


Group Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. I would prefer students be transported to where the schools are	29%	29%	0%	29%	14%
B. I would prefer to keep students at local schools beyond their ideal size	0%	0%	0%	67%	33%
C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	33%	33%	0%	33%	0%
D. Other	0%	0%	0%	0%	0%





Web Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. I would prefer students be transported to where the schools are	26%	42%	9%	14%	9%
B. I would prefer to keep students at local schools beyond their ideal size	9%	28%	20%	29%	15%
C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	17%	38%	27%	8%	10%
D. Other	12%	8%	72%	5%	3%

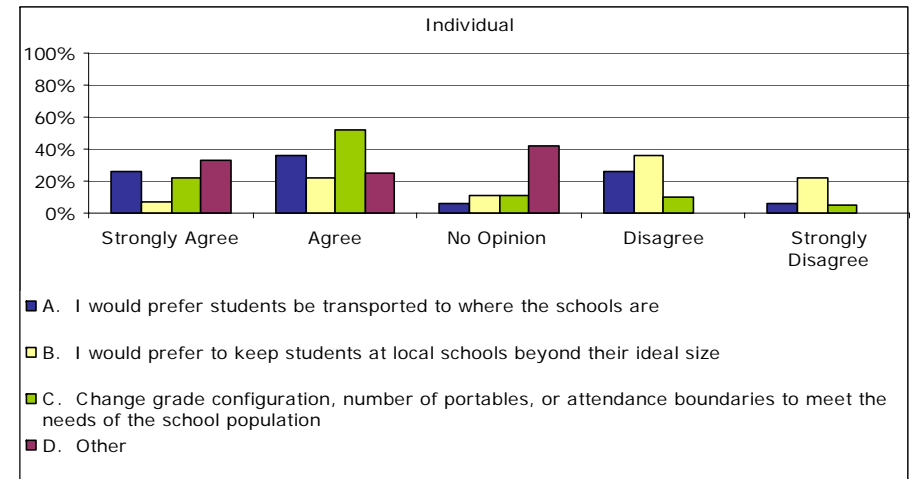




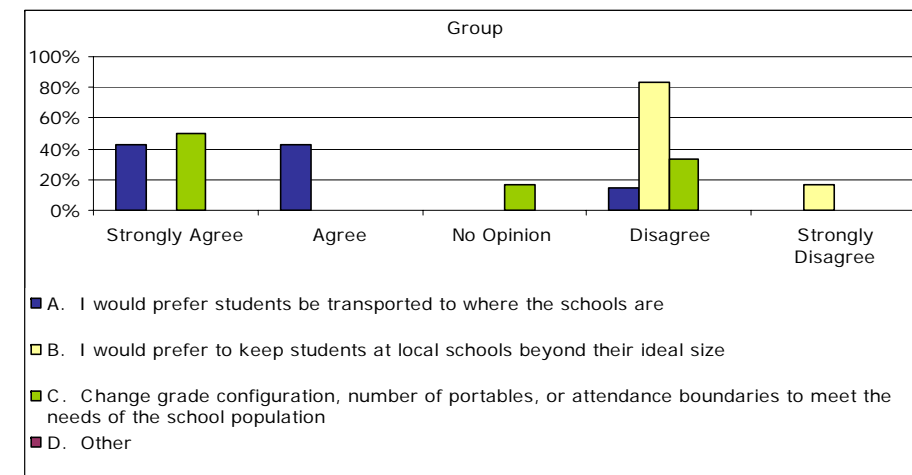
7. Schools may become larger than their ideal size (number of students); how do you suggest HIGH schools be adjusted?

Summary: Fifty-two percent of individual respondents identified change of grade configuration, number of portables, or attendance boundaries to meet the needs of the school population. Comparatively, fifty percent of group responses strongly agreed with this response of individual respondents while thirty-five of web respondents agreed. Comments reflected a desire for no transportation being provided, schools being close to child's home, and having neighborhood schools.

Individual Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. I would prefer students be transported to where the schools are	26%	36%	6%	26%	6%
B. I would prefer to keep students at local schools beyond their ideal size	8%	23%	11%	36%	23%
C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	22%	52%	11%	10%	5%
D. Other	33%	25%	42%	0%	0%

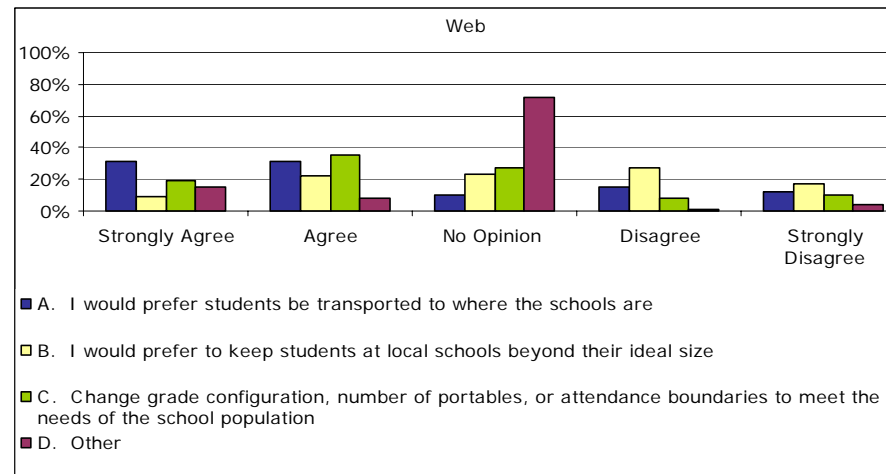


Group Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. I would prefer students be transported to where the schools are	43%	43%	0%	14%	0%
B. I would prefer to keep students at local schools beyond their ideal size	0%	0%	0%	83%	17%
C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	50%	0%	17%	33%	0%
D. Other	0%	0%	0%	0%	0%





Web Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. I would prefer students be transported to where the schools are	31%	31%	10%	15%	12%
B. I would prefer to keep students at local schools beyond their ideal size	9%	23%	23%	28%	18%
C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	19%	35%	27%	8%	10%
D. Other	16%	8%	71%	1%	4%





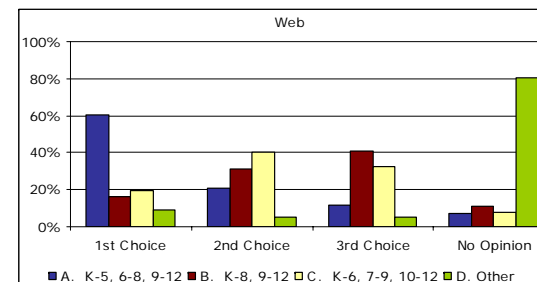
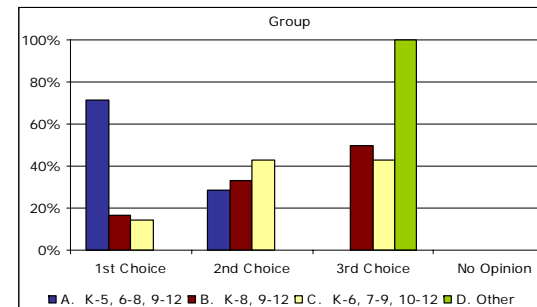
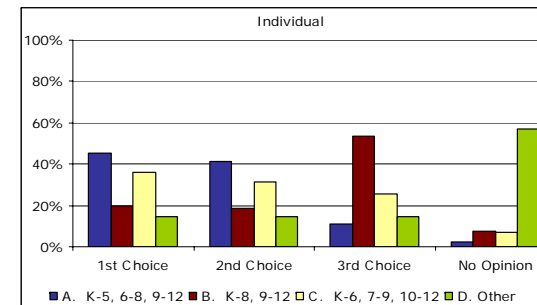
8. Rate the desirability of the following grade configurations for Long Beach Unified School District.

Summary: Forty-five percent of individual, seventy-one percent of group, and sixty percent of web respondents expressed a desire for K-5, 6-8, and 9-12 grade configuration. Comments were varied. They focused on 9th graders not belonging in high school and 6th graders not belonging in middle school. Further, comments noted that kids need to be allowed to be kids and they are mature enough to be grouped with older kids. Further, desire was expressed for students to attend one elementary school, one middle school, and one high school. In addition, comments expressed a desire for maintaining current grade arrangement and having more schools.

Individual Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. K-5, 6-8, 9-12	45%	41%	11%	2%
B. K-8, 9-12	20%	19%	54%	8%
C. K-6, 7-9, 10-12	36%	31%	25%	7%
D. Other	14%	14%	14%	57%

Group Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. K-5, 6-8, 9-12	71%	29%	0%	0%
B. K-8, 9-12	17%	33%	50%	0%
C. K-6, 7-9, 10-12	14%	43%	43%	0%
D. Other	0%	0%	100%	0%

Web Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. K-5, 6-8, 9-12	60%	21%	12%	7%
B. K-8, 9-12	16%	31%	41%	11%
C. K-6, 7-9, 10-12	20%	40%	32%	8%
D. Other	9%	5%	5%	81%





9. Should Pre-Kindergarten be offered to all children?

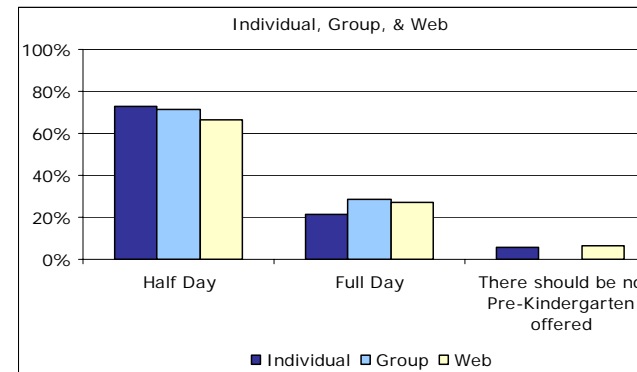
Summary: Seventy-three percent of individual, seventy-one percent of group, and sixty-six percent of web respondents favored half day Pre-Kindergarten.

Comments stated that children of Pre-Kindergarten age can only adjust to half day school. Comments further mentioned that half day is a way to get children adjusted to attending school. Likewise, comments provided condition for offering full day Pre-Kindergarten as providing nap time for children and incorporating lots of play activities into their schedules. It was also referenced that full day Kindergarten should be an option for kids who struggle or have not attended Pre-Kindergarten.

Individual Responses		
Half Day	Full Day	There should be no Pre-Kindergarten offered
73%	21%	6%

Group Responses		
Half Day	Full Day	There should be no Pre-Kindergarten offered
71%	29%	0%

Web Responses		
Half Day	Full Day	There should be no Pre-Kindergarten offered
66%	27%	7%





10. Should Kindergarten be:

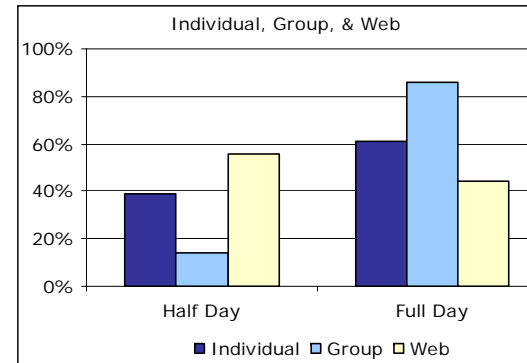
Summary: *Sixty-one percent of individual responses and eighty-six percent of group responses supported full day Kindergarten, Comparatively, fifty-six percent of web responses favored half-day Kindergarten.*

Comments noted that children learn more things and they can handle all day instruction. It was also stated that students would be better prepared for school. Others comments indicated that children needed to be broken in slowly and all day is a long time for Kindergartens to be in school.

Individual Responses	
Half Day	Full Day
39%	61%

Group Responses	
Half Day	Full Day
14%	86%

Web Responses	
Half Day	Full Day
56%	44%



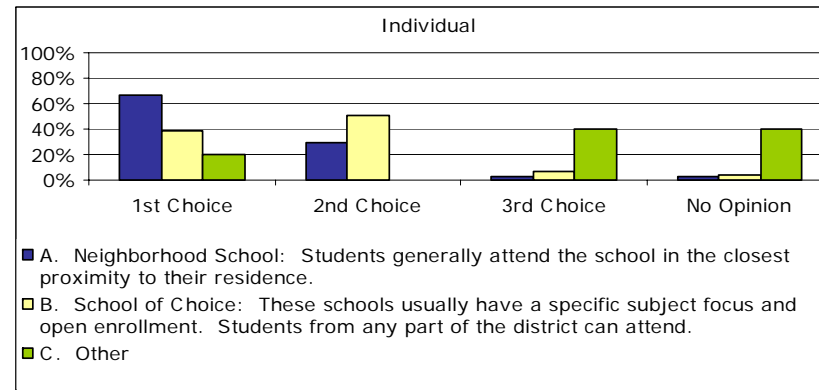


11. Which type of elementary school would you like students to attend?

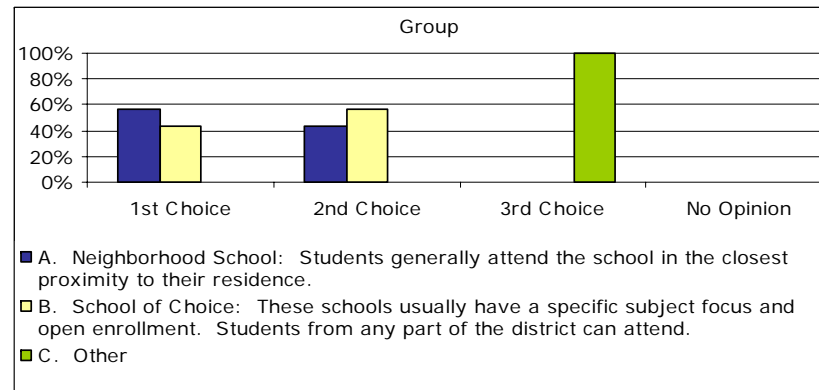
Summary: Sixty-six percent of individual, fifty-seven percent of group, and sixty-three percent of web expressed a desire for school of choice at the elementary grade level.

Comments supported the notion of elementary students walking to school as a preference. Further, comments reflect a desire to provide parents with the choice of whether their child should attend a neighborhood school or one of choice. It was noted that transportation should be provided if students cannot attend a neighborhood school. It was suggested that the result may be students learning more.

Individual Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	66%	29%	2%	2%
B. School of Choice: These schools usually have a specific subject focus and open enrollment. Students from any part of the district can attend.	39%	51%	6%	4%
C. Other	20%	0%	40%	40%

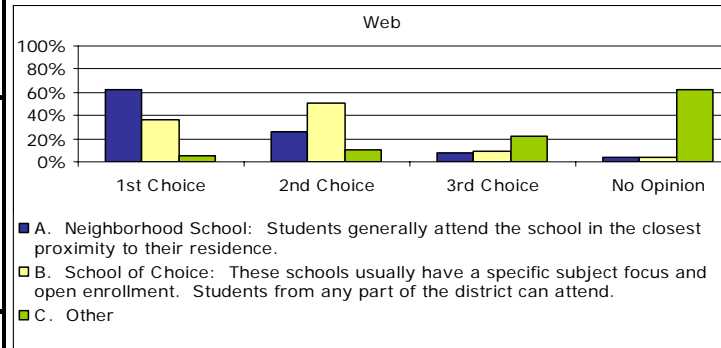


Group Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	57%	43%	0%	0%
B. School of Choice: These schools usually have a specific subject focus and open enrollment. Students from any part of the district can attend.	43%	57%	0%	0%
C. Other	0%	0%	100%	0%





Web Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	63%	26%	8%	3%
B. School of Choice: These schools usually have a specific subject focus and open enrollment. Students from any part of the district can attend.	36%	51%	9%	4%
C. Other	5%	11%	22%	62%



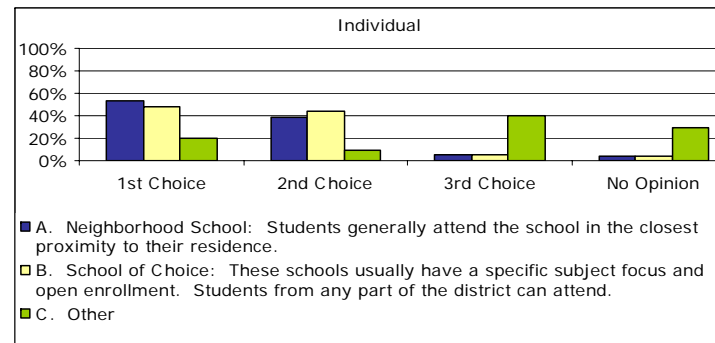


12. Which type of middle school would you like students to attend?

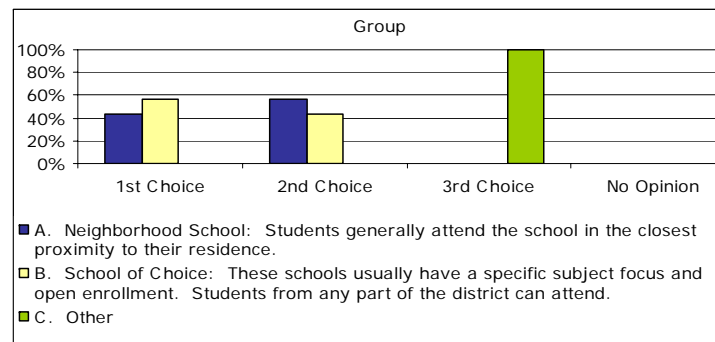
Summary: Fifty-three percent of individual and web responses identified neighborhood middle schools as their preferred choice. Comparatively, fifty-seven percent of group responses revealed a desire for middle schools of choice.

Comments supported parent choice for identifying schools that best meet their children needs. A benefit of parent choice was identified as students having more opportunities to excel in their educational experience if standards are set higher. It was also stated that all schools should have equal facilities.

Individual Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	53%	39%	5%	4%
B. School of Choice: These schools usually have a specific subject focus and open enrollment. Students from any part of the district can attend.	48%	44%	5%	4%
C. Other	20%	10%	40%	30%

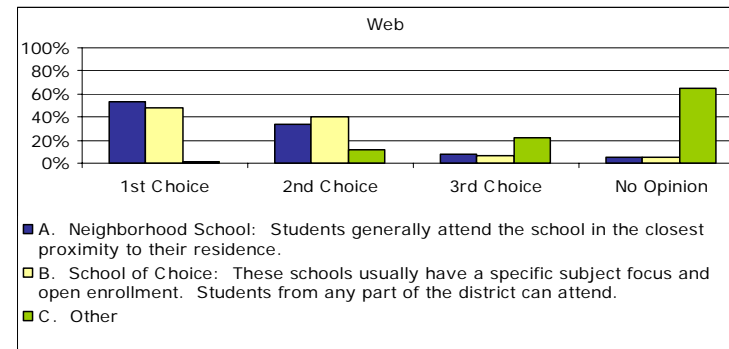


Group Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	43%	57%	0%	0%
B. School of Choice: These schools usually have a specific subject focus and open enrollment. Students from any part of the district can attend.	57%	43%	0%	0%
C. Other	0%	0%	100%	0%





Web Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	53%	34%	8%	6%
B. School of Choice: These schools usually have a specific subject focus and open enrollment. Students from any part of the district can attend.	48%	41%	6%	5%
C. Other	1%	11%	23%	65%



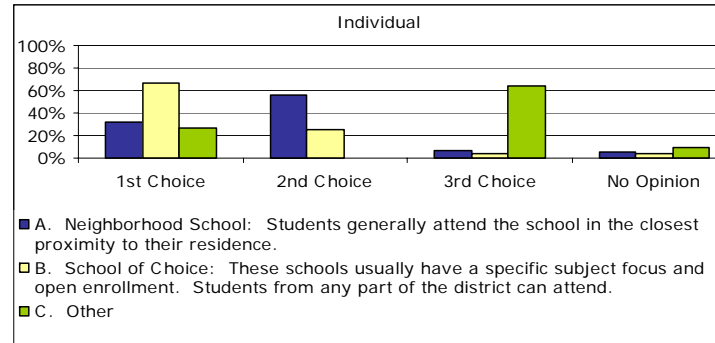


13. Which type of high school would you like students to attend?

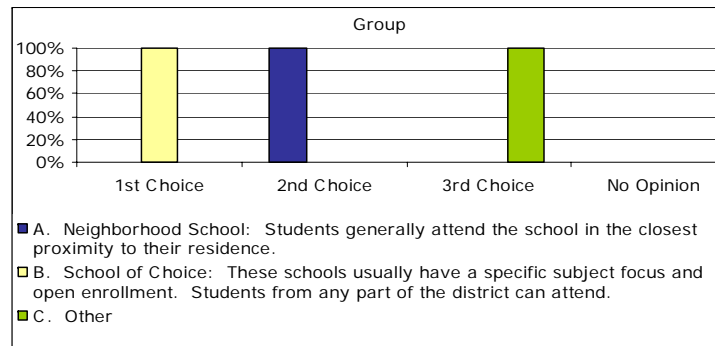
Summary: Sixty-seven percent of individual, one hundred percent of group, and fifty-eight percent of web respondents favored high schools of choice as their number one selection.

Comments recommended that no bussing be provided for students. If transportation is provided, equal access should be provided for all students. Comments further stated that students should be able to choose a school based on their interests and goals as well as all schools should offer the same curriculums.

Individual Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	33%	57%	6%	5%
B. School of Choice: These schools usually have a specific subject focus and open enrollment. Students from any part of the district can attend.	67%	25%	5%	3%
C. Other	27%	0%	64%	9%

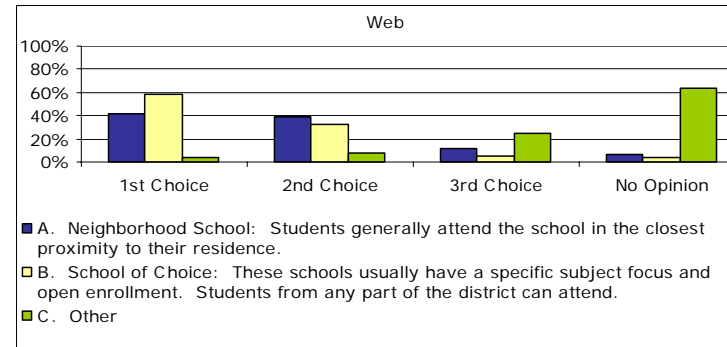


Group Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	0%	100%	0%	0%
B. School of Choice: These schools usually have a specific subject focus and open enrollment. Students from any part of the district can attend.	100%	0%	0%	0%
C. Other	0%	0%	100%	0%





Web Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	42%	39%	11%	7%
B. School of Choice: These schools usually have a specific subject focus and open enrollment. Students from any part of the district can attend.	58%	32%	6%	4%
C. Other	4%	8%	25%	64%



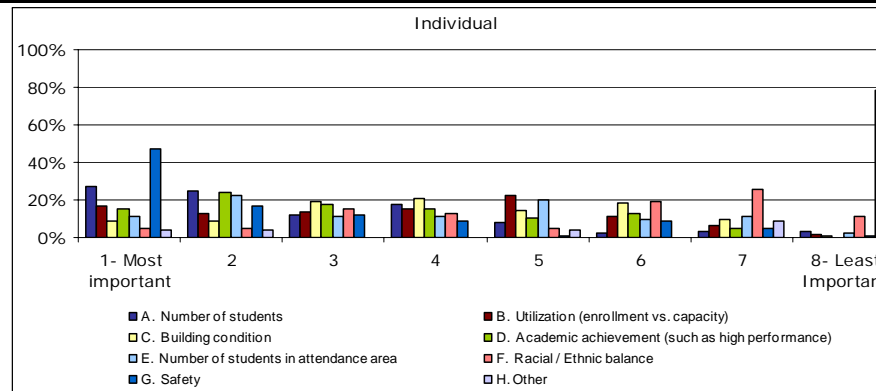


14. Please rank the following from most important to least important in consideration of combining schools. 1=Most Important, 8=Least Important

Summary: Forty seven percent of individual and sixty-seven percent of group, and sixty-three percent of web responses ranked safety as the most important consideration for combining schools. Number of student, academic achievement and utilization were all ranked as number two.

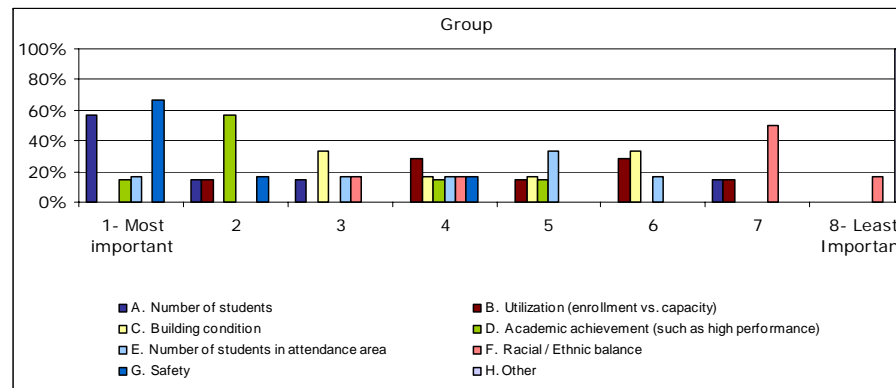
Comments reinforced safety and academic achievement as an important consideration for combining schools.

Individual Responses								
	1- Most important	2	3	4	5	6	7	8- Least Important
A. Number of students	27%	25%	12%	18%	8%	2%	4%	4%
B. Utilization (enrollment vs. capacity)	16%	13%	14%	15%	23%	11%	6%	1%
C. Building condition	8%	8%	19%	20%	14%	18%	10%	1%
D. Academic achievement (such as high performance)	15%	24%	18%	15%	10%	13%	5%	0%
E. Number of students in attendance area	11%	23%	11%	11%	20%	10%	11%	3%
F. Racial / Ethnic balance	5%	5%	15%	13%	5%	19%	26%	12%
G. Safety	47%	17%	12%	8%	1%	8%	5%	1%
H. Other	4%	4%	0%	0%	4%	0%	9%	78%



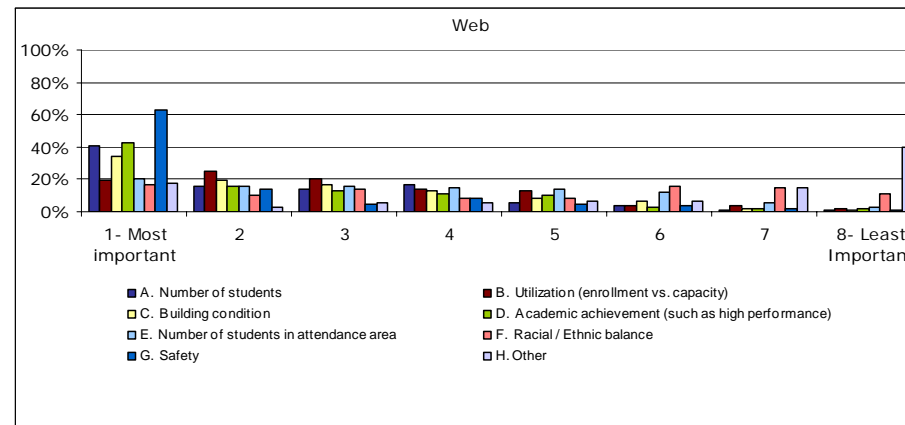


Group Responses								
	1- Most important	2	3	4	5	6	7	8- Least Important
A. Number of students	57%	14%	14%	0%	0%	0%	14%	0%
B. Utilization (enrollment vs. capacity)	0%	14%	0%	29%	14%	29%	14%	0%
C. Building condition	0%	0%	33%	17%	17%	33%	0%	0%
D. Academic achievement (such as high performance)	14%	57%	0%	14%	14%	0%	0%	0%
E. Number of students in attendance area	17%	0%	17%	17%	33%	17%	0%	0%
F. Racial / Ethnic balance	0%	0%	17%	17%	0%	0%	50%	17%
G. Safety	67%	17%	0%	17%	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	41%	16%	14%	17%	5%	4%	1%	1%
B. Utilization (enrollment vs. capacity)	19%	25%	20%	14%	13%	3%	3%	1%
C. Building condition	34%	20%	16%	13%	9%	6%	1%	1%
D. Academic achievement (such as high performance)	43%	16%	13%	11%	10%	3%	2%	1%
E. Number of students in attendance area	20%	15%	15%	15%	14%	12%	6%	3%
F. Racial / Ethnic balance	16%	10%	14%	9%	9%	16%	15%	11%
G. Safety	63%	14%	4%	8%	5%	4%	1%	1%
H. Other	18%	3%	5%	5%	7%	7%	15%	40%





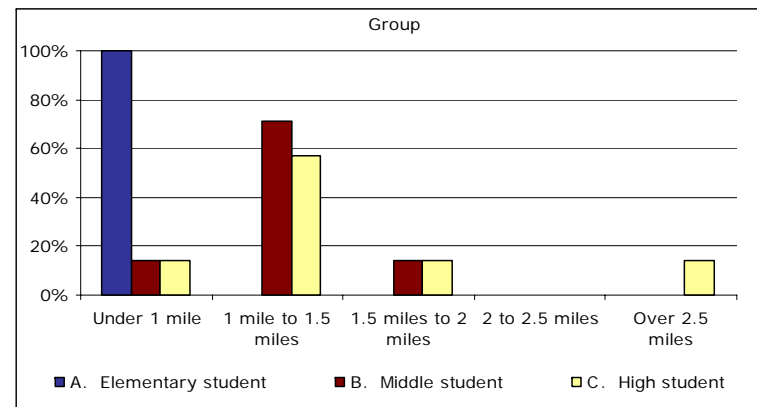
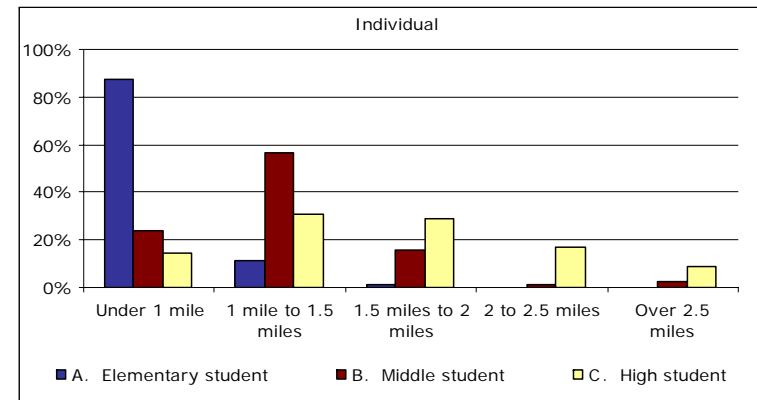
15. Assuming that there are no major boundaries such as highways, what is the maximum distance that an elementary, middle, and high school student should have to walk to school?

Summary: Eighty-seven percent of individual, one hundred percent of group, and seven-nine percent of web responses desired that elementary students walk under one mile to school. The maximum walk distance for middle school students indicated is one to one a half mile. At the high level, individual and group responses supported high school students traveling a maximum of one mile to one mile and half to school.

Comments reflect a concern for safety of students in consideration for combining schools.

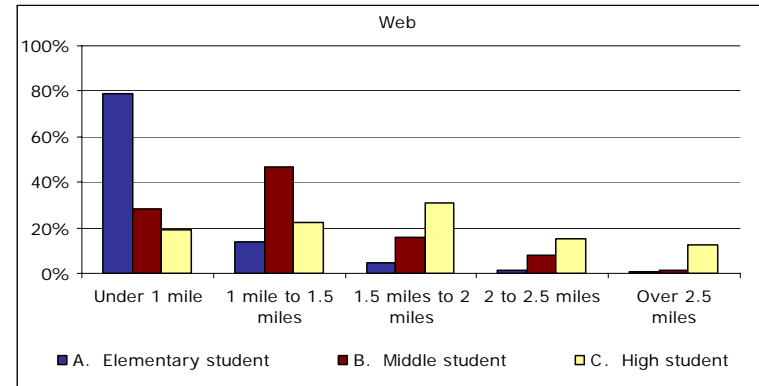
Individual Responses			
	A. Elementary student	B. Middle student	C. High student
Under 1 mile	87%	24%	14%
1 mile to 1.5 miles	11%	57%	31%
1.5 miles to 2 miles	1%	16%	29%
2 to 2.5 miles	0%	1%	17%
Over 2.5 miles	0%	2%	9%

Group Responses			
	A. Elementary student	B. Middle student	C. High student
Under 1 mile	100%	14%	14%
1 mile to 1.5 miles	0%	71%	57%
1.5 miles to 2 miles	0%	14%	14%
2 to 2.5 miles	0%	0%	0%
Over 2.5 miles	0%	0%	14%





Web Responses			
	A. Elementary student	B. Middle student	C. High student
Under 1 mile	79%	28%	19%
1 mile to 1.5 miles	14%	47%	22%
1.5 miles to 2 miles	5%	16%	31%
2 to 2.5 miles	1%	8%	15%
Over 2.5 miles	1%	1%	12%





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

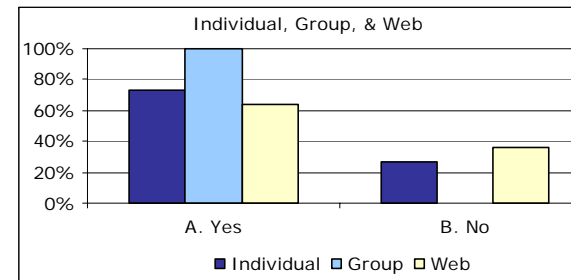
Summary: *Seventy-three percent of individual, one hundred percent of group, and sixty-four percent of web responses said yes to local governments and/or non-profit co-funding educational facilities in order to share building, operating, and maintenance costs.*

Comments support the idea of shared use of schools. Comments further talked about the use schools to the maximum and benefit of joint use of schools.

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

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

Web Responses	
A. Yes	64%
B. No	36%



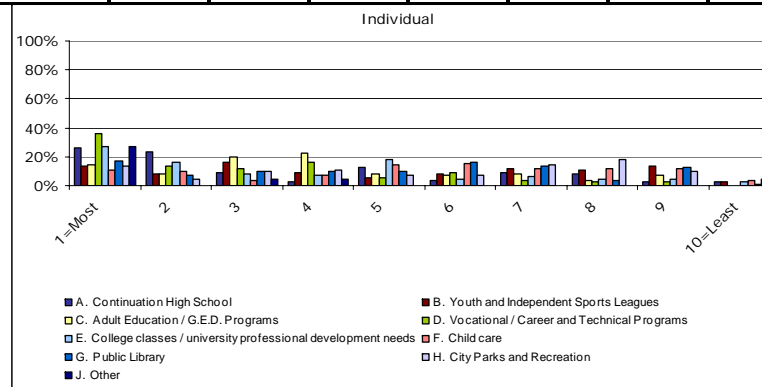


17. Please rank the following from most important to least important in consideration of LBUSD making space available for the following. (1=Most Important, 10=Least Important)

Summary: Vocational/career technical programs, college classes/university professional development needs, and Youth and Independent Sports League were identified as the most important consideration for making space available at LBUSD schools.

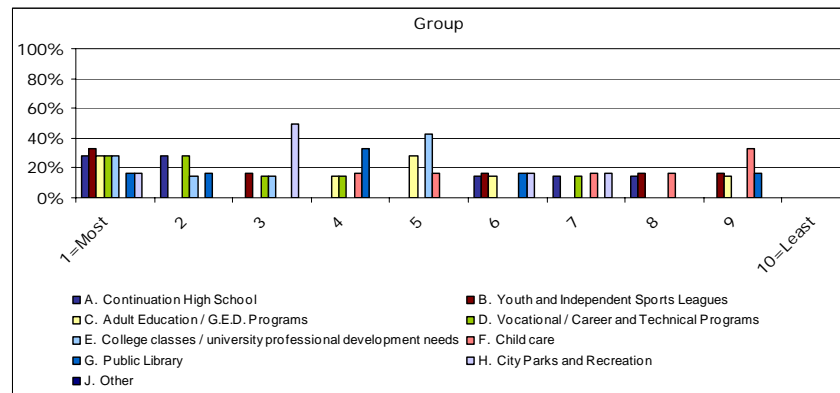
Comments identified nights and weekends as appropriate times for use of school facilities. Additionally, comments suggested that after school care be provided for middle age children.

Individual Responses										
	1=Most	2	3	4	5	6	7	8	9	10=Least
A. Continuation High School	26%	24%	9%	2%	13%	4%	9%	8%	2%	2%
B. Youth and Independent Sports Leagues	14%	8%	16%	9%	6%	8%	12%	10%	14%	2%
C. Adult Education / G.E.D. Programs	14%	8%	20%	23%	8%	7%	8%	4%	7%	0%
D. Vocational / Career and Technical Programs	36%	14%	11%	16%	6%	9%	3%	2%	2%	0%
E. College classes / university professional development needs	27%	16%	9%	7%	18%	5%	6%	5%	5%	2%
F. Child care	11%	10%	4%	7%	14%	15%	12%	12%	12%	4%
G. Public Library	17%	7%	10%	10%	10%	16%	13%	4%	12%	1%
H. City Parks and Recreation	13%	5%	10%	11%	7%	7%	14%	18%	10%	5%
I. Visual and Performing Arts	15%	14%	11%	11%	5%	13%	8%	14%	7%	2%
J. Other	27%	0%	5%	5%	0%	0%	0%	0%	0%	59%



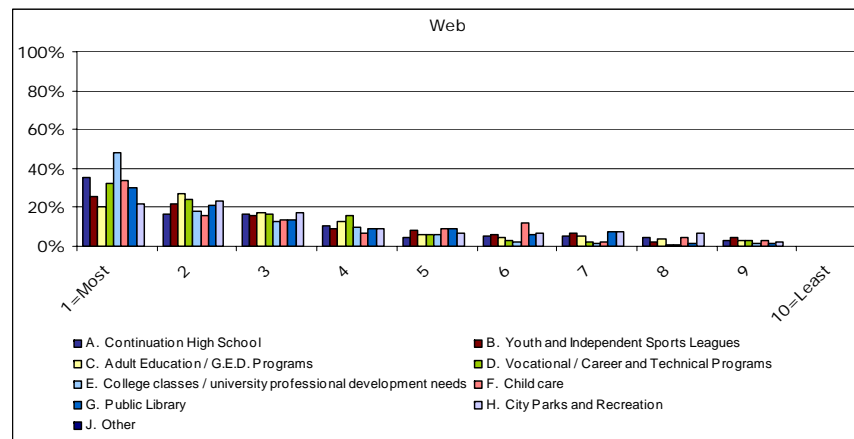


Group Responses										
	1=Most	2	3	4	5	6	7	8	9	10=Least
A. Continuation High School	29%	29%	0%	0%	0%	14%	14%	14%	0%	0%
B. Youth and Independent Sports Leagues	33%	0%	17%	0%	0%	17%	0%	17%	17%	0%
C. Adult Education / G.E.D. Programs	29%	0%	0%	14%	29%	14%	0%	0%	14%	0%
D. Vocational / Career and Technical Programs	29%	29%	14%	14%	0%	0%	14%	0%	0%	0%
E. College classes / university professional development needs	29%	14%	14%	0%	43%	0%	0%	0%	0%	0%
F. Child care	0%	0%	0%	17%	17%	0%	17%	17%	33%	0%
G. Public Library	17%	17%	0%	33%	0%	17%	0%	0%	17%	0%
H. City Parks and Recreation	17%	0%	50%	0%	0%	17%	17%	0%	0%	0%
I. Visual and Performing Arts	0%	17%	0%	17%	17%	0%	17%	33%	0%	0%
J. Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%





Web Responses										
	1=Most	2	3	4	5	6	7	8	9	10=Least
A. Continuation High School	35%	16%	17%	11%	4%	5%	5%	4%	3%	0%
B. Youth and Independent Sports Leagues	25%	22%	15%	9%	8%	6%	7%	2%	4%	0%
C. Adult Education / G.E.D. Programs	20%	27%	17%	13%	6%	4%	6%	4%	3%	0%
D. Vocational / Career and Technical Programs	32%	24%	16%	16%	6%	3%	2%	1%	3%	0%
E. College classes / university professional development needs	48%	18%	13%	10%	6%	2%	1%	1%	1%	0%
F. Child care	34%	15%	13%	7%	9%	12%	2%	4%	3%	0%
G. Public Library	30%	21%	13%	9%	9%	6%	8%	1%	1%	0%
H. City Parks and Recreation	22%	23%	17%	9%	7%	7%	7%	7%	2%	0%
I. Visual and Performing Arts	25%	5%	9%	5%	6%	5%	5%	2%	40%	0%
J. Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%



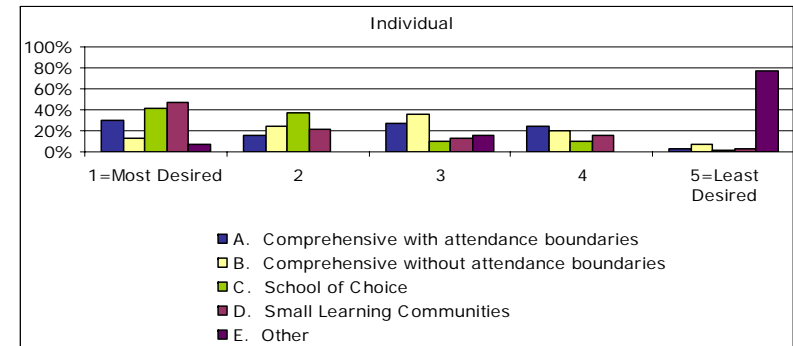


18. Please rank the following from most desired to least desired in consideration of high school organization. (1=Most Desired, 5=Least Desired)

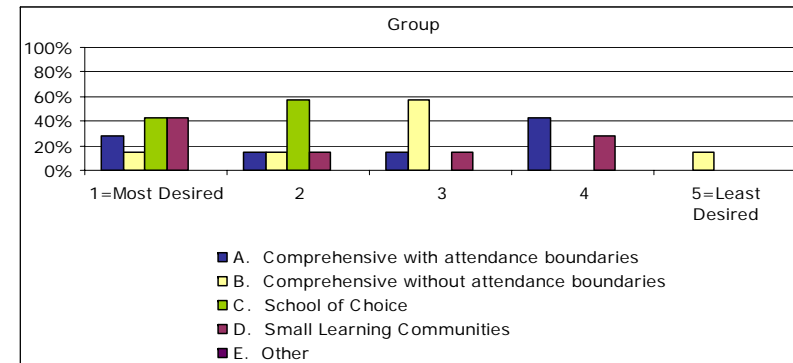
Summary: Forty-six percent of individual responses ranked small learning communities as the most desired consideration of high school organization. Comparatively, forty-three percent of the groups' responses favored school of choice and small learning communities as most desired consideration of high school organization while fifty percent of web responses indicated school of choice.

Comments reflect a desire for more variety and less standard schools. Many comments focus on providing choices for students.

Individual Responses					
	1=Most Desired	2	3	4	5=Least Desired
A. Comprehensive with attendance boundaries	30%	16%	27%	25%	2%
B. Comprehensive without attendance boundaries	13%	24%	35%	20%	8%
C. School of Choice	42%	37%	11%	10%	1%
D. Small Learning Communities	46%	21%	13%	15%	4%
E. Other	8%	0%	15%	0%	77%

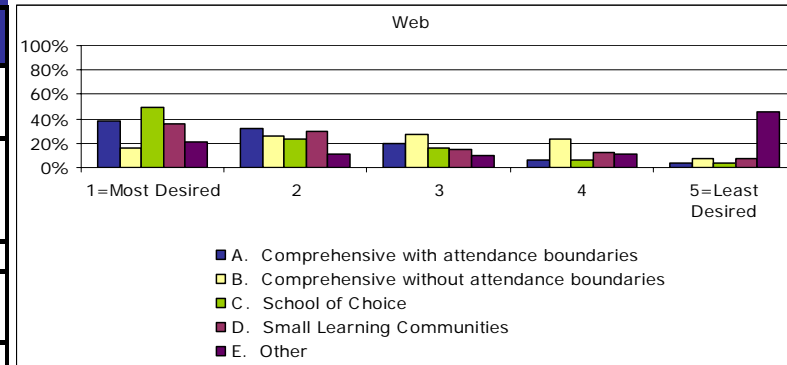


Group Responses					
	1=Most Desired	2	3	4	5=Least Desired
A. Comprehensive with attendance boundaries	29%	14%	14%	43%	0%
B. Comprehensive without attendance boundaries	14%	14%	57%	0%	14%
C. School of Choice	43%	57%	0%	0%	0%
D. Small Learning Communities	43%	14%	14%	29%	0%
E. Other	0%	0%	0%	0%	0%





Web Responses					
	1=Most Desired	2	3	4	5=Least Desired
A. Comprehensive with attendance boundaries	38%	32%	20%	6%	4%
B. Comprehensive without attendance boundaries	16%	26%	27%	23%	7%
C. School of Choice	50%	24%	16%	6%	4%
D. Small Learning Communities	36%	30%	15%	13%	7%
E. Other	21%	11%	10%	11%	46%





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

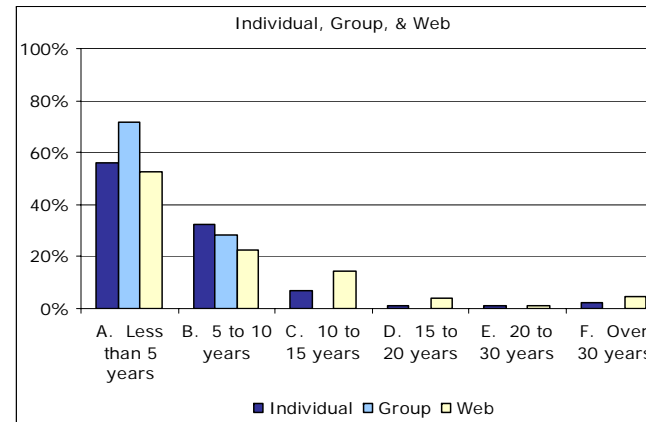
Summary: Fifty-six percent of individual, seventy-one percent of group, and fifty-two percent of web responses favored replacing portables/bungalows with permanent construction within less than five years.

Comments emphasized that children deserve permanent buildings and real classrooms. Comments also stated concerns about the health and safety of portables and bungalows. Comments mentioned concern for air circulation and formaldehyde issues from rug, glue, etc.

Individual Responses	
A. Less than 5 years	56%
B. 5 to 10 years	33%
C. 10 to 15 years	7%
D. 15 to 20 years	1%
E. 20 to 30 years	1%
F. Over 30 years	2%

Group Responses	
A. Less than 5 years	71%
B. 5 to 10 years	29%
C. 10 to 15 years	0%
D. 15 to 20 years	0%
E. 20 to 30 years	0%
F. Over 30 years	0%

Web Responses	
A. Less than 5 years	52%
B. 5 to 10 years	23%
C. 10 to 15 years	14%
D. 15 to 20 years	4%
E. 20 to 30 years	1%
F. Over 30 years	5%





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

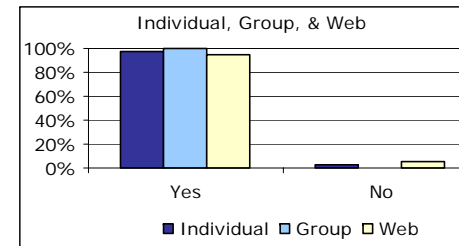
Summary: *Ninety-eight percent of individual, one hundred percent of group, and ninety-five percent of web responses expressed a desire for air conditioning new and renovated schools.*

Comments identified the months of June and September as extremely hot. These months create difficult conditions for students and teachers. Concern was expressed for students' inability to focus in extremely hot classrooms and teachers not being able to provide instruction because of fatigue. According to comments, these concern is heightened for schools that year-round.

Individual Responses	
Yes	98%
No	2%

Group Responses	
Yes	100%
No	0%

Web Responses	
Yes	95%
No	5%





21. I would prefer...

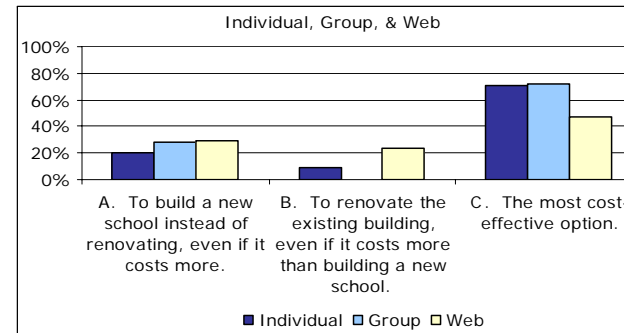
Summary: Seventy percent of individual, seventy-one percent of group, and forty-seven percent of web responses would prefer the most cost-effective option of renovation or new construction for improving school condition.

Comments expressed a desire to maintain school having historical significance. Further, comments indicated that although it is recommended that the most cost effective option be considered, financial realities must be a factor.

Individual Responses	
A. To build a new school instead of renovating, even if it costs more.	20%
B. To renovate the existing building, even if it costs more than building a new school.	9%
C. The most cost-effective option.	70%

Group Responses	
A. To build a new school instead of renovating, even if it costs more.	29%
B. To renovate the existing building, even if it costs more than building a new school.	0%
C. The most cost-effective option.	71%

Web Responses	
A. To build a new school instead of renovating, even if it costs more.	29%
B. To renovate the existing building, even if it costs more than building a new school.	23%
C. The most cost-effective option.	47%





22. At what point should a building be replaced?

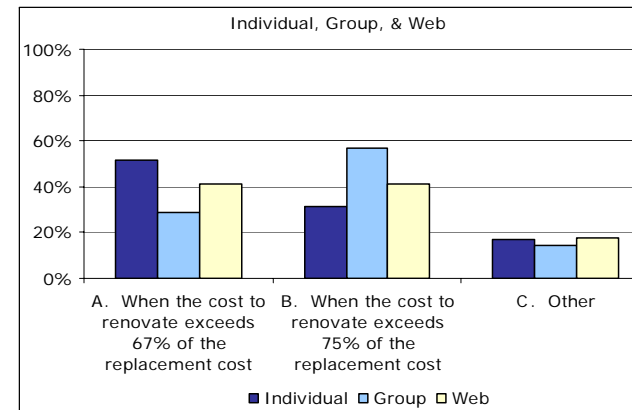
Summary: Fifty-two percent of individual responses favored replacing a building when the cost to renovate exceeds 67% of the replacement cost. Comparatively, fifty-seven percent of group desired that replacing a building should occur when the cost to renovate exceeds 75% of the replacement cost.

Comments focused on preserving historical facilities and cost effective option.

Individual Responses	
A. When the cost to renovate exceeds 67% of the replacement cost	52%
B. When the cost to renovate exceeds 75% of the replacement cost	31%
C. Other	17%

Group Responses	
A. When the cost to renovate exceeds 67% of the replacement cost	29%
B. When the cost to renovate exceeds 75% of the replacement cost	57%
C. Other	14%

Web Responses	
A. When the cost to renovate exceeds 67% of the replacement cost	41%
B. When the cost to renovate exceeds 75% of the replacement cost	41%
C. Other	17%





23. What other facility or academic issues should be considered while developing the Long Beach Unified School District Facility Master Plan?

Summary: *There were many comments provided regarding other academic and facilities issues that should be considered while developing the Long Beach Unified School District Facility Master Plan. These issues ranged from providing green space at individual school sites to adding air condition to larger libraries to safety.*



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

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	0%	1%
Gompers K-6	1%	1%
Butler K-8	0%	2%
Cubberley K-8	0%	0%
Hudson K-8	10%	4%
Monroe K-8	2%	1%
Newcomb K-8	1%	1%
Powell K-8	0%	1%
Robinson K-8	2%	1%
Tincher K-8	0%	1%
Bancroft MS	0%	1%
DeMille MS	1%	5%
Franklin MS	2%	3%
Hamilton MS	0%	2%
Hill MS	0%	3%
Hoover MS	2%	3%
Hughes MS	1%	2%
Jefferson MS	1%	3%
Lindbergh MS	1%	2%
Marshall MS	1%	3%
Rogers MS	2%	2%
Stanford MS	1%	2%
Stephens MS	9%	11%
Washington MS	9%	4%
Savannah Academy (9th) HS	0%	2%
CA Academy of Math and Science HS	2%	1%
Cabrillo HS	24%	17%
Jordan Academy HS	2%	1%
Lakewood HS	5%	4%
Millikan HS	2%	3%
Poly Academy of Accelerated Learning (PAAL) HS	2%	2%
Polytechnic HS	7%	3%
Reid HS	6%	1%
Renaissance HS	1%	1%
Wilson HS	7%	3%
Avalon K-12	0%	1%



Gender		
	Individual Responses	Web Responses
Male	36%	43%
Female	64%	57%

Your Age		
	Individual Responses	Web Responses
Under 18	5%	49%
18 - 29	8%	9%
30 - 39	34%	13%
40 - 49	25%	13%
50 - 64	27%	15%
65+	1%	1%

Ethnicity		
	Individual Responses	Web Responses
White (Non-Hispanic)	46%	28%
Black / African-American (Non-Hispanic)	18%	13%
Hispanic or Latino	24%	36%
Asian (Non-Hispanic)	5%	9%
Pacific Islander/Am. Indian/Alaska Native/ Other (Non-Hispanic)	5%	9%
Two or more races (Non-Hispanic)	1%	6%

Parental / Guardian Status		
	Individual Responses	Web Responses
Do not have children in LBUSD	47%	40%
Parent/guardian of child less than 5 years old	6%	6%
Parent/guardian of kindergarten student	4%	3%
Parent/guardian of 1st thru 3rd grade student	7%	6%
Parent/guardian of 4th thru 5th grade student	6%	4%
Parent/guardian of 6th thru 8th grade student	9%	9%
Parent/guardian of 9th thru 12th grade student	14%	14%
Parent/guardian of private/parochial student	0%	6%
Parent/guardian of former student of graduate of LBUSD	6%	9%
Grandparent of student or graduate	2%	2%



Are you a resident of Long Beach Unified School District?		
	Individual Responses	Web Responses
Yes	65%	73%
No	35%	27%

How many years have you lived in Long Beach Unified School District?		
	Individual Responses	Web Responses
Less than 2	6%	4%
2 - 5	17%	16%
6 - 10	11%	16%
11 - 15	11%	31%
16 - 20	13%	13%
More than 20	43%	21%

Are you an employee or retiree of the Long Beach Unified School District?		
	Individual Responses	Web Responses
Yes	85%	52%
No	15%	48%

If you are an employee or retiree, what is / was your position?		
	Individual Responses	Web Responses
Teacher	77%	54%
Support Staff	8%	15%
Retired	0%	0%
Administration	13%	12%
Other [Please specify (optional)]	3%	19%

How did you find out about the Community Dialogue?		
	Individual Responses	Web Responses
School Newsletter	60%	14%
Local Newspaper	3%	3%
Church Bulletin	0%	1%
Community Flyer	10%	3%
Poster in Community	0%	3%
Personal Contact	3%	12%
Radio/TV	0%	4%
Email	0%	39%
Other [Please specify]	23%	21%