

Building on Success:
Schools for the Next Generation



Long **B**each **U**nified **S**chool **D**istrict
Community Dialogue I Results Report
POLY—PLANNING AREA E

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 Thursday, November 30, 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 60 parents, students, district officials, administrators and staff, community and business representatives, and other educational stakeholders and supporters were in attendance. There were 60 Poly questionnaires completed and turned in at the community dialogue. To increase input opportunities, members of the Poly 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 Poly Planning Area Committee members.

This document represents the results of the 85 individual and group questionnaires completed and collected at the November 30th community dialogue. Of the 85 questionnaires, 74 were individually completed and 11 were completed by small groups. A web version of the questionnaire was posted from December 1st through December 22nd. During this time, 261 questionnaires were completed online. Within this document are the results of the individual, group, and web questionnaires completed for the Poly Planning Area. In addition, questions posed to participants, summary of comments and percentages, statistical summary of responses and comments as written by participants are included within this document. Some percentages may not total 100% due to rounding.



Please note that the Poly Planning Area Committee developed the final version of the questionnaire used for the community dialog.



Questionnaire Results

1. What do you believe is the ideal number of students for an ELEMENTARY school (K-5)?

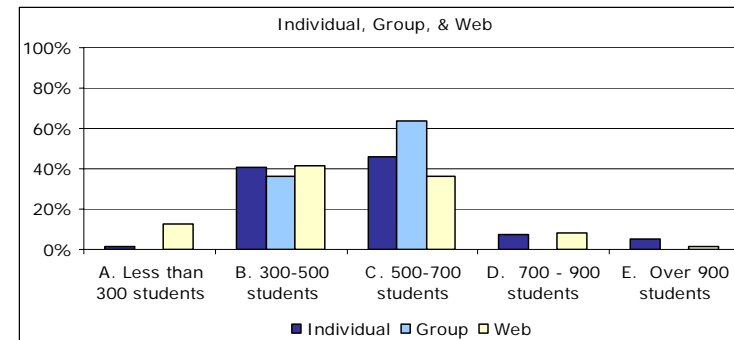
Summary: *Forty-six percent of individual, sixty-four percent of group, and thirty-six percent of web respondents indicated that elementary schools should house 500-700 students. Comparatively, forty-one percent of individual, thirty-six percent of group, and forty-two percent of web respondents indicated a preference for elementary schools to house 300-500 students.*

Respondent's comments reflect a desire for small elementary schools as a way to foster better student-teacher relationships and provide students with individualized attention. In addition, respondents view small learning communities at the elementary level as the mechanism for establishing controlled environments and a family-like atmosphere throughout schools.

Individual Responses				
A. Less than 300 students	B. 300-500 students	C. 500-700 students	D. 700 - 900 students	E. Over 900 students
1%	41%	46%	8%	5%

Group Responses				
A. Less than 300 students	B. 300-500 students	C. 500-700 students	D. 700 - 900 students	E. Over 900 students
0%	36%	64%	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
12%	42%	36%	8%	2%





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

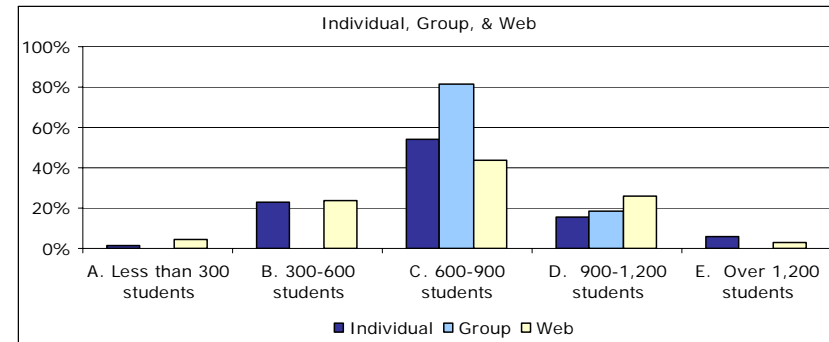
Summary: Fifty-four percent of individual, eighty-two percent of group, and forty-three percent of web respondents, indicated a preference for middle schools to house 600-900 students.

Comments reiterated the desire for small learning communities and support for middle school sizes of 600-900 students. Further comments view small middle schools as a way for staff to connect to students individually.

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%	23%	54%	16%	6%

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%	82%	18%	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
4%	24%	43%	26%	3%





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

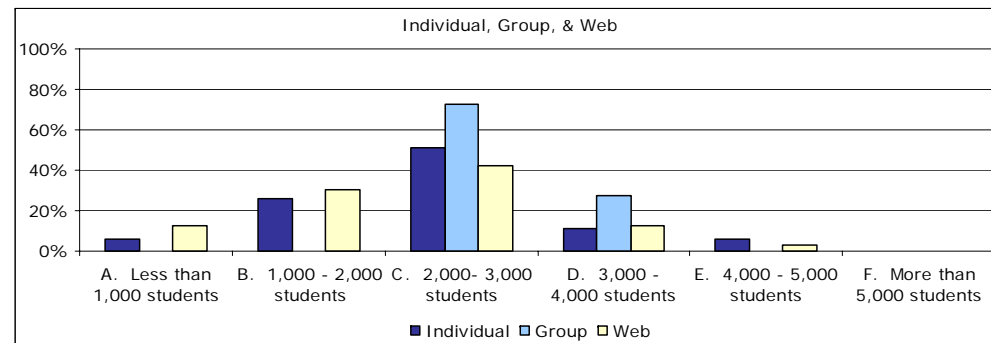
Summary: Fifty-one percent of individual, seventy-three percent of group, and forty-two percent of web respondents, favored high schools of 2,000-3,000 students.

Comments support high schools being large enough to offer a variety of programs, yet small enough for students to receive individualized attention. In addition, comments reflect a view that small learning communities allow for improved teacher-student relationships and reduce the amount of wear and tear on school facilities.

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
6%	26%	51%	11%	6%	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%	0%	73%	27%	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%	30%	42%	12%	3%	0%





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

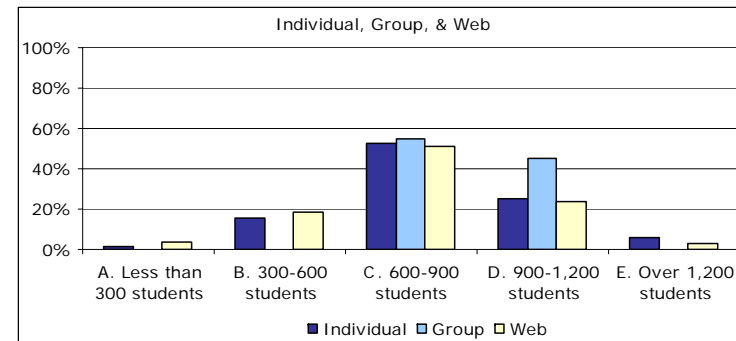
Summary: Fifty-three percent of individual, fifty-five percent of group, and fifty-one percent of web respondents, indicated a preference for K-8 schools of 600-900 students. Comparatively, forty-five percent of group respondents expressed a desire for K-8 schools of 900-1200 students.

Comments express a desire for small learning communities, suggesting that they allow students to receive more individualized attention as well as more personal interaction between parents, students, teachers, and staff members.

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%	15%	53%	25%	6%

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%	55%	45%	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
4%	19%	51%	24%	3%





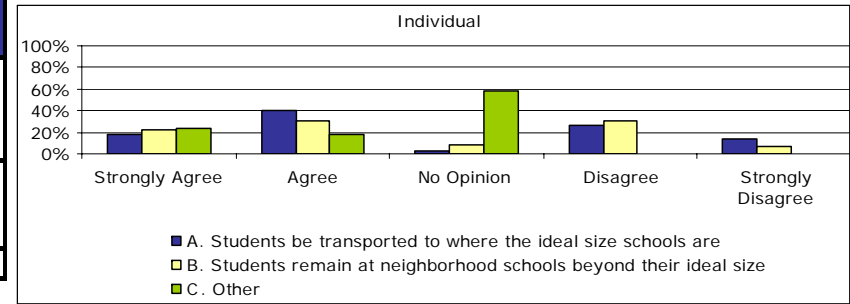
5. If an ELEMENTARY school becomes larger than its ideal size, I would prefer...

Summary: *Forty percent of individual respondents favored transporting students to other locations when elementary schools exceed their ideal size. Comparatively, forty-four percent of group and thirty-six percent of web respondents suggested that students remain at neighborhood schools beyond their ideal size.*

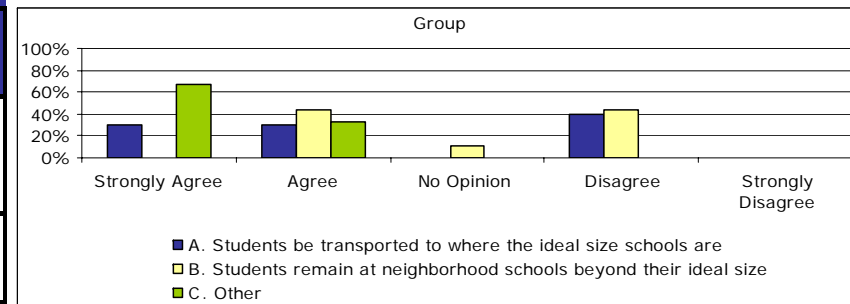
Comments emphasized a desire that schools not be overcrowded, providing parental choice, and desire for young children to remain in their neighborhood.



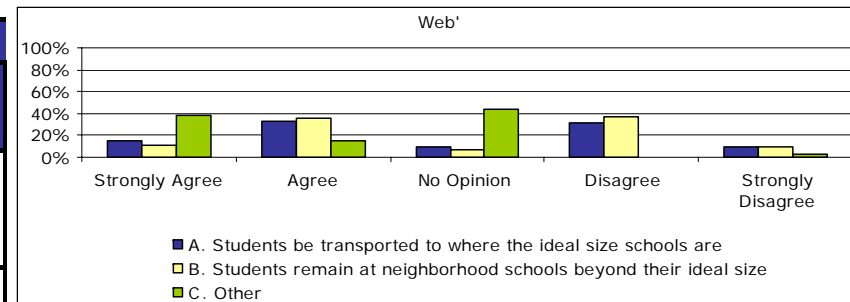
Individual Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Students be transported to where the ideal size schools are	18%	40%	3%	26%	14%
B. Students remain at neighborhood schools beyond their ideal size	23%	31%	8%	31%	7%
C. Other	24%	18%	59%	0%	0%



Group Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Students be transported to where the ideal size schools are	30%	30%	0%	40%	0%
B. Students remain at neighborhood schools beyond their ideal size	0%	44%	11%	44%	0%
C. Other	67%	33%	0%	0%	0%



Web Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Students be transported to where the ideal size schools are	15%	33%	10%	32%	10%
B. Students remain at neighborhood schools beyond their ideal size	11%	36%	7%	37%	9%
C. Other	38%	15%	44%	0%	3%





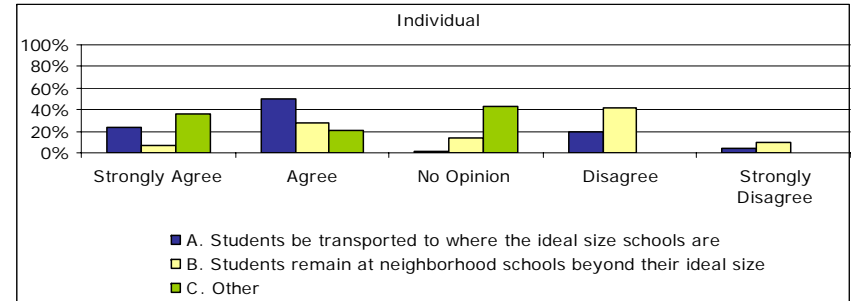
6. If a MIDDLE school becomes larger than its ideal size, I would prefer...

Summary: *Fifty percent of individual, forty-four percent of group, and thirty-eight percent of web respondents either agreed or strongly agreed that middle school students should be transported to where the schools are located.*

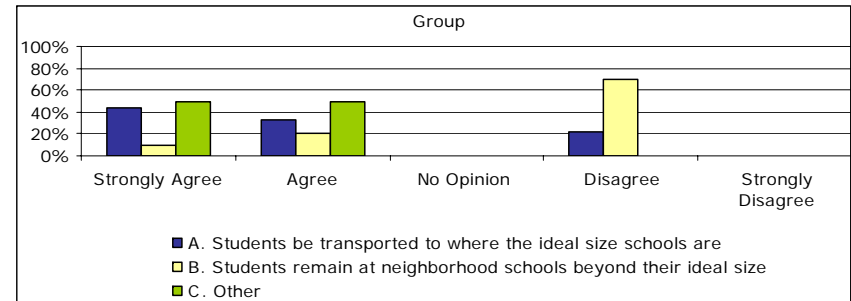
Comments varied. Comments reflect a desire for students to attend their neighborhood school, more schools be built or made larger, boundaries adjusted to better populate schools and no bussing children.



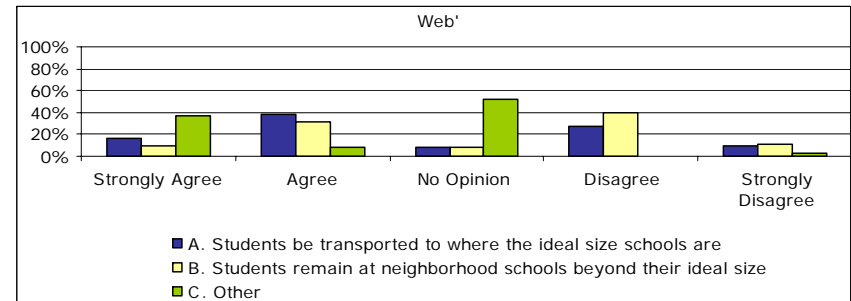
Individual Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Students be transported to where the ideal size schools are	24%	50%	2%	19%	5%
B. Students remain at neighborhood schools beyond their ideal size	7%	28%	14%	41%	10%
C. Other	36%	21%	43%	0%	0%



Group Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Students be transported to where the ideal size schools are	44%	33%	0%	22%	0%
B. Students remain at neighborhood schools beyond their ideal size	10%	20%	0%	70%	0%
C. Other	50%	50%	0%	0%	0%



Web Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Students be transported to where the ideal size schools are	17%	38%	9%	27%	9%
B. Students remain at neighborhood schools beyond their ideal size	10%	32%	8%	39%	11%
C. Other	37%	9%	51%	0%	3%





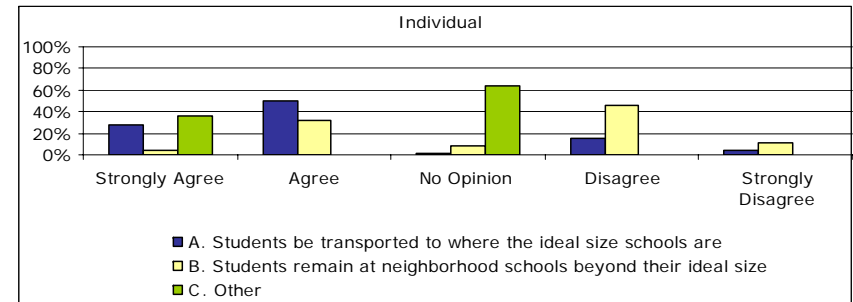
7. If a HIGH school becomes larger than its ideal size, I would prefer...

Summary: *Seventy-eight percent of individual, eighty-two percent of group, and sixty-two percent of web respondents strongly agreed that if a high school became larger than its ideal size, students should be transported to where the ideal size schools are. Sixty-four percent of individuals and fifty-one percent of web respondents had no opinion.*

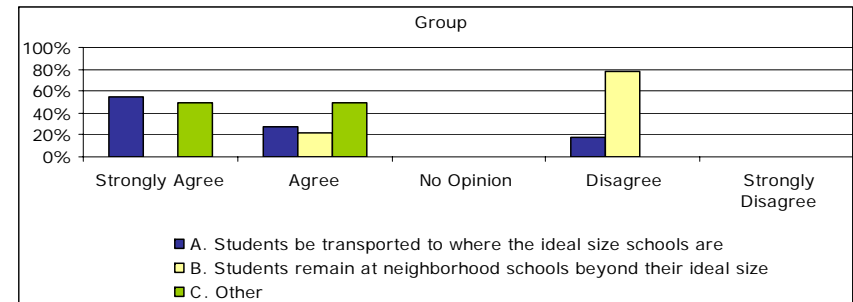
Comments varied. Comments indicate a preference for children to attend their neighborhood school, while some preferred children having the option to attend their school of choice. Further comments suggested that larger schools be built or boundaries adjusted to prevent overcrowding. Subsequent comments indicated that there is no sense of community when children are bussed across town to different schools.



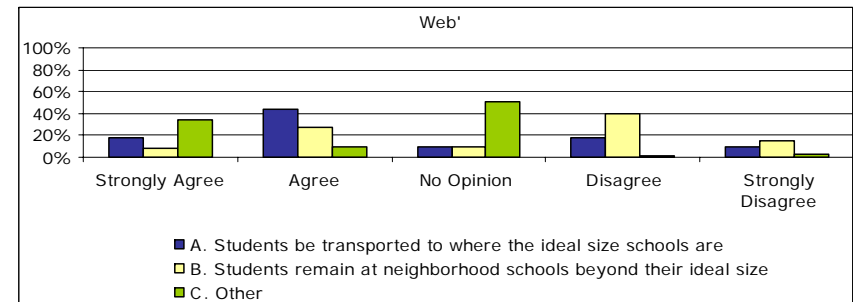
Individual Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Students be transported to where the ideal size schools are	28%	50%	2%	16%	5%
B. Students remain at neighborhood schools beyond their ideal size	4%	32%	9%	46%	11%
C. Other	36%	0%	64%	0%	0%



Group Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Students be transported to where the ideal size schools are	55%	27%	0%	18%	0%
B. Students remain at neighborhood schools beyond their ideal size	0%	22%	0%	78%	0%
C. Other	50%	50%	0%	0%	0%



Web Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Students be transported to where the ideal size schools are	18%	44%	10%	18%	10%
B. Students remain at neighborhood schools beyond their ideal size	9%	28%	9%	39%	15%
C. Other	35%	10%	51%	1%	3%





8. What grade levels would you like at schools in the Poly Planning Area?

Summary: *Fifty-one percent of individual, fifty-six percent of group, and fifty-seven percent of web respondents, indicated a preference for a K-5, 6-8, and 9-12 grade configuration. Comparatively, fifty percent of group respondents preferred a, K-6, 7-9, and 10-12 grade configuration.*

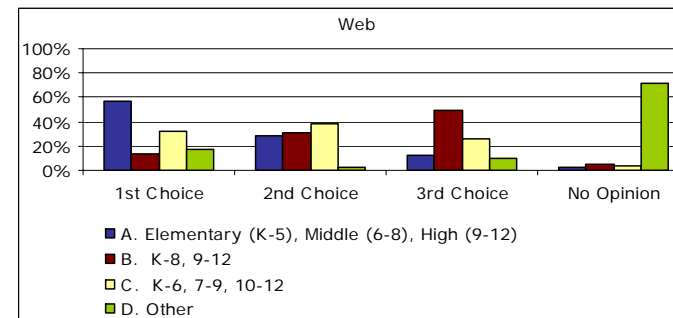
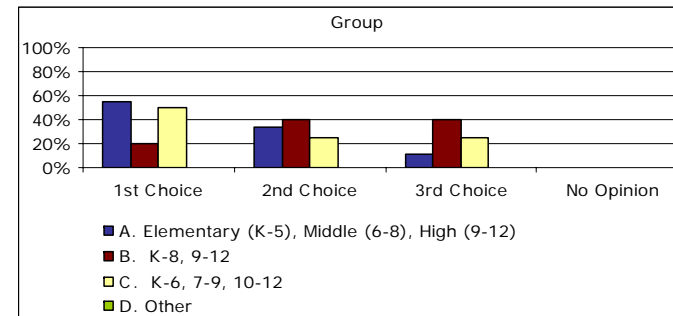
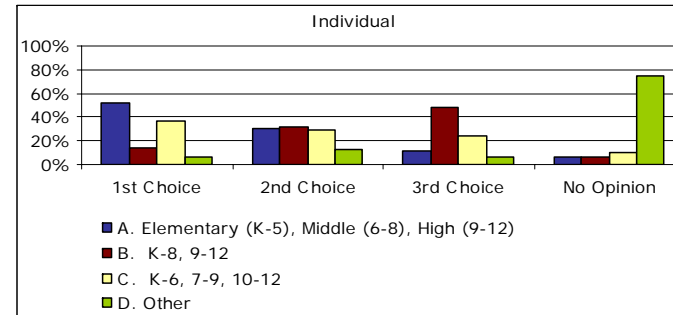
Respondent's comments reflect an opinion that 6th graders are not old enough for middle school and 9th graders are too immature to be in high school. Further comments stated that there should be no K-8 grade configuration, while others support K-8.



Individual Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. Elementary (K-5), Middle (6-8), High (9-12)	51%	31%	11%	7%
B. K-8, 9-12	14%	31%	49%	6%
C. K-6, 7-9, 10-12	37%	29%	25%	10%
D. Other	6%	13%	6%	75%

Group Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. Elementary (K-5), Middle (6-8), High (9-12)	56%	33%	11%	0%
B. K-8, 9-12	20%	40%	40%	0%
C. K-6, 7-9, 10-12	50%	25%	25%	0%
D. Other	0%	0%	0%	0%

Web Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. Elementary (K-5), Middle (6-8), High (9-12)	57%	28%	12%	3%
B. K-8, 9-12	14%	31%	50%	5%
C. K-6, 7-9, 10-12	32%	38%	25%	4%
D. Other	17%	2%	9%	72%





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

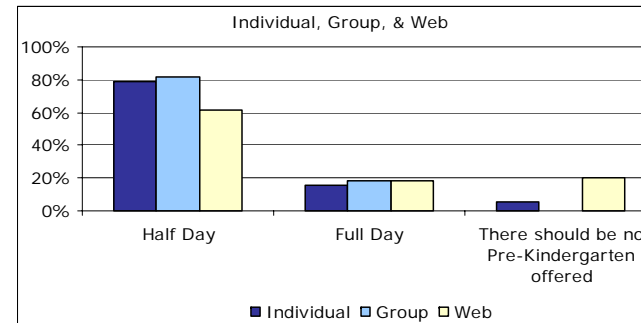
Summary: Seventy-nine percent of individual, eighty-two percent of group, and sixty-two percent of web respondents indicated a strong preference for Pre-Kindergarten classes to be offered half day to all children.

Respondents commented that full day Pre-Kindergarten is too long for a child yet half day is needed to prepare them for Kindergarten. Further comments stated that parents should be responsible for putting their kids in Pre-Kindergarten as opposed to the district, indicating that it would take funds away from K-12 grades. If Pre-Kindergarten is offered, participants agree that it should work on children's social skills and not just their academics.

Individual Responses		
Half Day	Full Day	There should be no Pre-Kindergarten offered
79%	16%	5%

Group Responses		
Half Day	Full Day	There should be no Pre-Kindergarten offered
82%	18%	0%

Web Responses		
Half Day	Full Day	There should be no Pre-Kindergarten offered
62%	18%	20%





10. Should Kindergarten be:

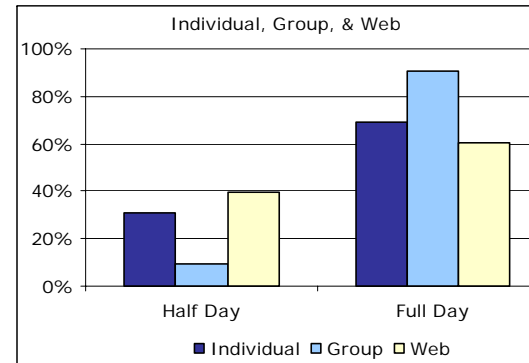
Summary: Sixty-nine percent of individual, ninety-one percent of group and sixty percent of web respondents indicated a strong preference for all-day Kindergarten.

Respondents indicated a strong preference for Kindergarteners to attend school for a full day in order for them to learn the curriculum as well as having time to socialize with their peers. Further comments indicate that full day Kindergarten is too long for kids that are this young.

Individual Responses	
Half Day	Full Day
31%	69%

Group Responses	
Half Day	Full Day
9%	91%

Web Responses	
Half Day	Full Day
40%	60%





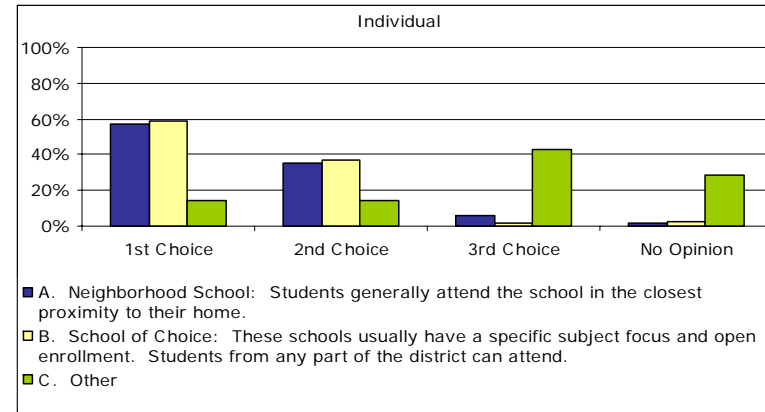
11. Which type of elementary school would you like your child to attend?

Summary: *Fifty-seven percent of individual respondents indicated a preference for neighborhood schools at the elementary grade level. Comparatively, fifty-nine percent of individual respondents also expressed a desire for schools of choice. Seventy-three of group and sixty-three percent of web respondents favored neighborhood schools for the elementary level.*

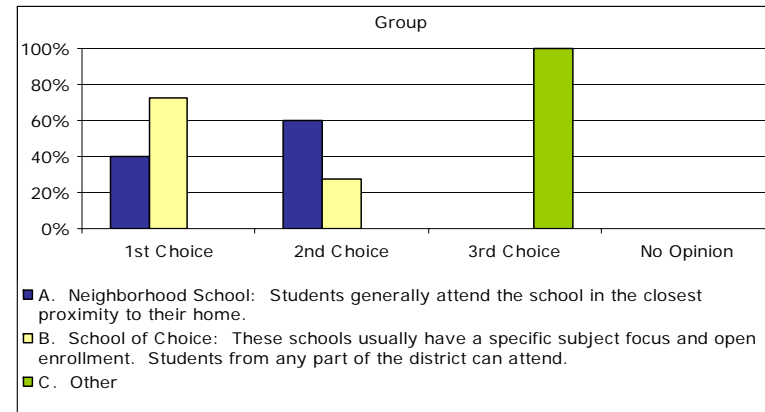
Comments focused on the benefit of neighborhood schools such as close proximity to where students live, accessible for parents and familiar environment for students. It was also stated that parents should have a choice of where their children attend school.



Individual Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their home.	57%	35%	6%	1%
B. School of Choice: These schools usually have a specific subject focus and open enrollment. Students from any part of the district can attend.	59%	37%	1%	3%
C. Other	14%	14%	43%	29%

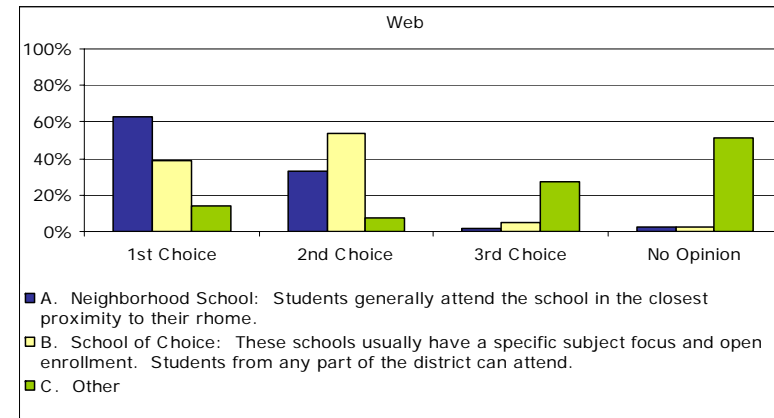


Group Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their home.	40%	60%	0%	0%
B. School of Choice: These schools usually have a specific subject focus and open enrollment. Students from any part of the district can attend.	73%	27%	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 rhome.	63%	33%	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%	53%	5%	3%
C. Other	14%	8%	27%	52%





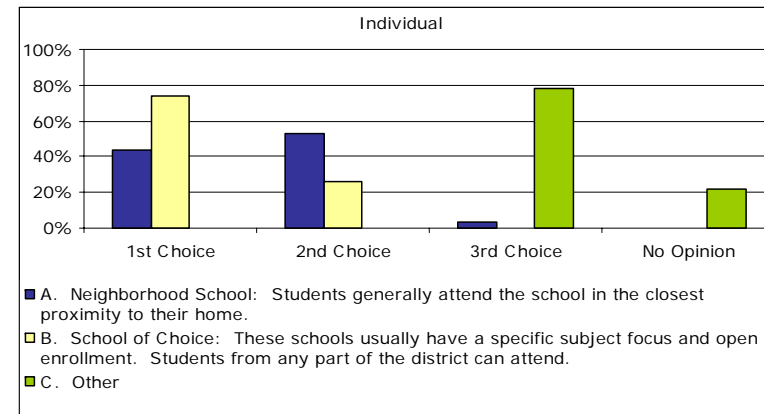
12. Which type of middle school would you like your child to attend?

Summary: *Seventy-four percent of individual and eighty-two percent of group respondents support choice at the middle school level. While fifty-two percent of web respondents favored neighborhood schools at the middle school level, fifty-one percent identified school of choice as their preference.*

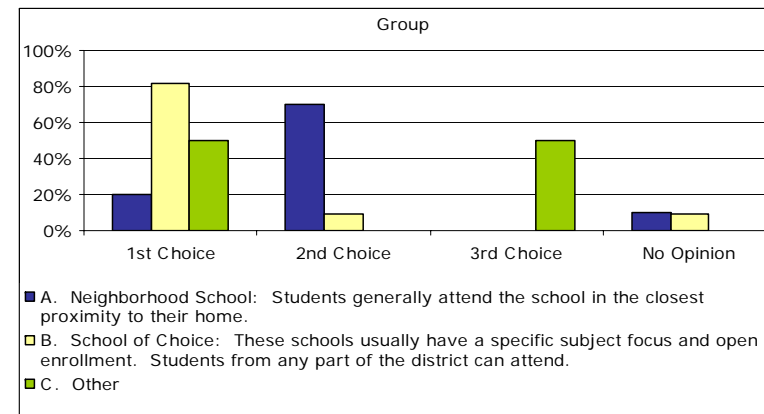
Comments highlighted a number of benefits for students to attend middle school in their neighborhood. Some benefits cited were close their home, parents can quickly get to a school if it is in their neighborhood, and greater chances of parents being involved in the school. Comments also pointed out that parents should have the option of school choice for their middle school students.



Individual Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their home.	44%	53%	3%	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.	74%	26%	0%	0%
C. Other	0%	0%	78%	22%

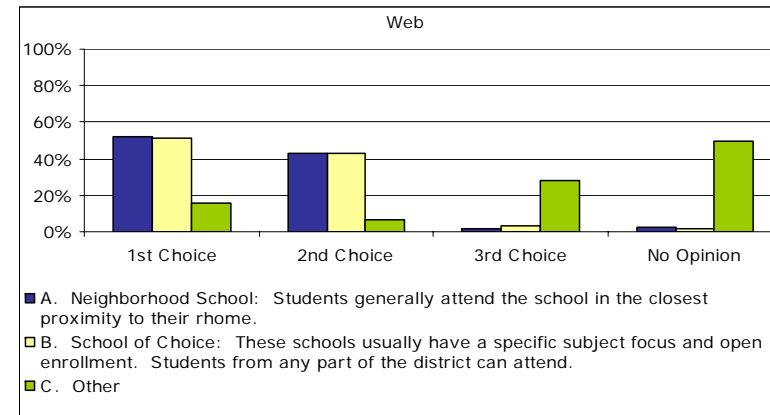


Group Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their home.	20%	70%	0%	10%
B. School of Choice: These schools usually have a specific subject focus and open enrollment. Students from any part of the district can attend.	82%	9%	0%	9%
C. Other	50%	0%	50%	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 rhome.	52%	43%	2%	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.	51%	43%	4%	2%
C. Other	16%	6%	28%	50%





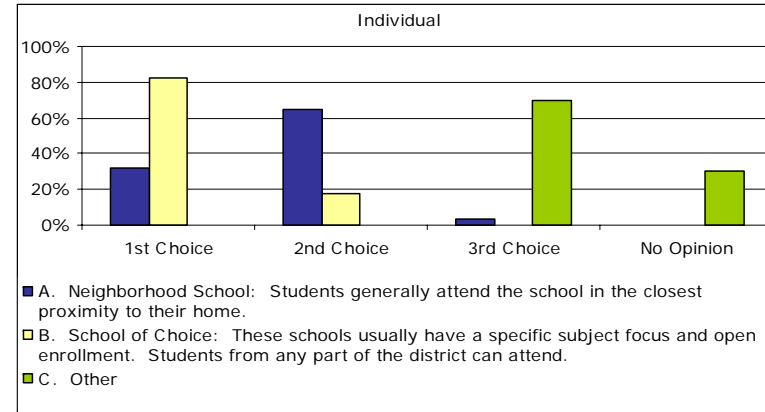
13. Which type of high school would you like your child to attend?

Summary: *Eighty-two percent of individual, ninety-one percent of group, and seventy percent of web respondents, indicated a preference for schools of choice at the high school level.*

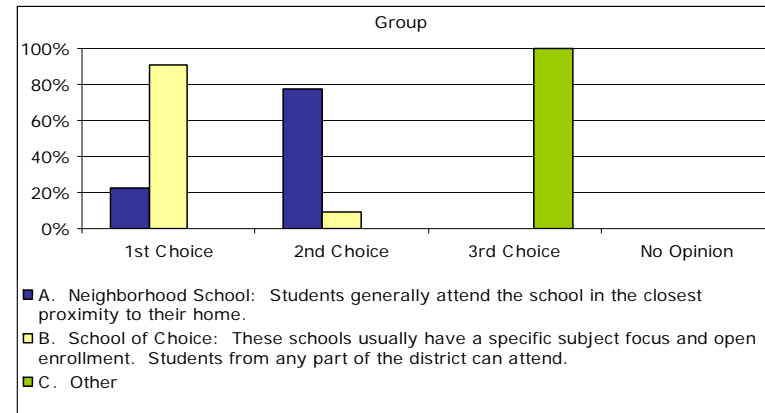
Comments reflected a desire for all schools to be equal. If they are not, students should be able to choose a school that offers a program of interest. Further comments stated students should attend their neighborhood schools thus creating parental and community involvement, which is the key to success.



Individual Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their home.	32%	65%	3%	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.	82%	18%	0%	0%
C. Other	0%	0%	70%	30%

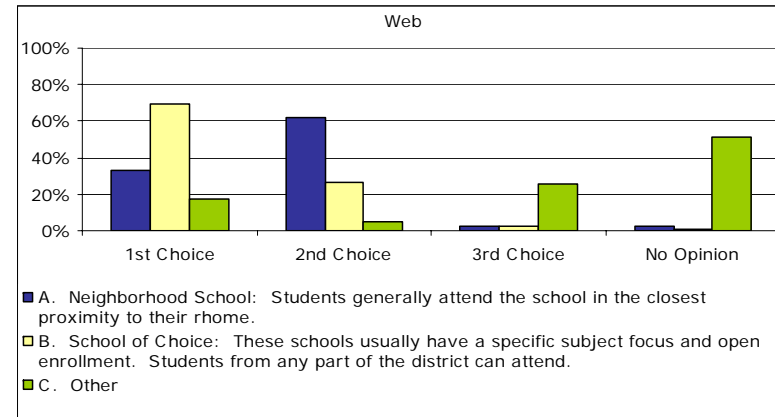


Group Responses				
	1st Choice	2nd Choice	3rd Choice	No Opinion
A. Neighborhood School: Students generally attend the school in the closest proximity to their home.	22%	78%	0%	0%
B. School of Choice: These schools usually have a specific subject focus and open enrollment. Students from any part of the district can attend.	91%	9%	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 rhome.	33%	62%	3%	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.	70%	26%	3%	1%
C. Other	18%	5%	26%	52%





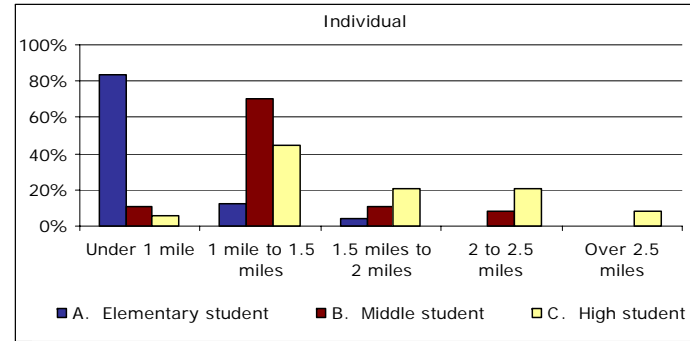
14. What is the maximum distance than an elementary, middle, and high school student should have to walk to school?

Summary: *Eighty-four percent of individual, ninety-one percent of group, and eighty-one percent of web respondents indicated that an elementary student should walk less than 1 mile to school. Comparatively, seventy percent of individuals, ninety-one percent of group, and fifty-one percent of web respondents suggested that middle school students could walk up to 1.5 miles. Forty-four percent of individual indicated that the maximum distance a high school student should walk to school is 1.5 miles. Forty-five percent of group respondents indicated 2-2.5 miles is the maximum distance a high school student should have to walk. Comparatively, thirty-two percent of web respondents indicated that a high school student should not walk more than 2 miles to school.*

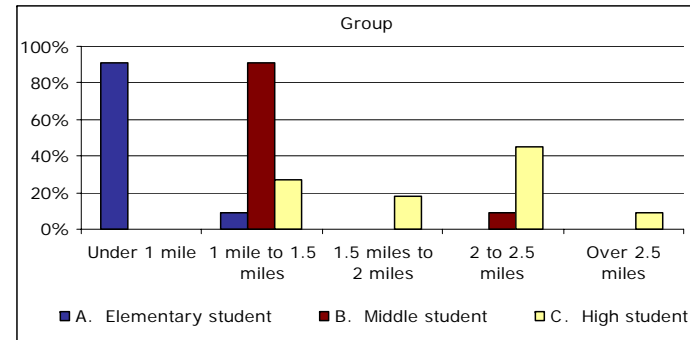
Comments noted that the distance a student travels to school depends on the area in which they are walking. Further comments indicate, the longer the walk, the more time students have to get into trouble. Subsequent comments state that the younger students should walk less distances, while the older students are capable of having more responsibilities.

Planning Area E-Poly CD I Results

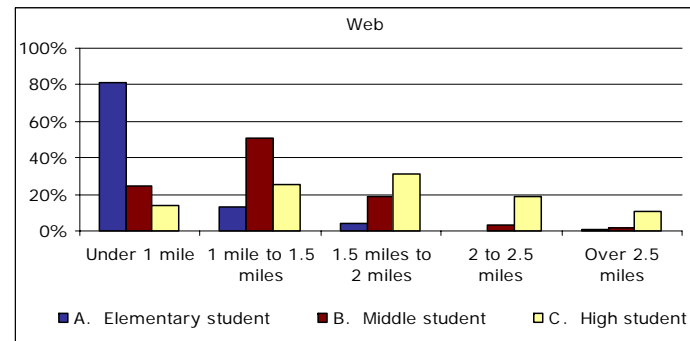
Individual Responses			
	A. Elementary student	B. Middle student	C. High student
Under 1 mile	84%	11%	6%
1 mile to 1.5 miles	13%	70%	44%
1.5 miles to 2 miles	4%	11%	21%
2 to 2.5 miles	0%	8%	21%
Over 2.5 miles	0%	0%	8%



Group Responses			
	A. Elementary student	B. Middle student	C. High student
Under 1 mile	91%	0%	0%
1 mile to 1.5 miles	9%	91%	27%
1.5 miles to 2 miles	0%	0%	18%
2 to 2.5 miles	0%	9%	45%
Over 2.5 miles	0%	0%	9%



Web Responses			
	A. Elementary student	B. Middle student	C. High student
Under 1 mile	81%	24%	14%
1 mile to 1.5 miles	13%	51%	25%
1.5 miles to 2 miles	4%	19%	32%
2 to 2.5 miles	0%	4%	19%
Over 2.5 miles	1%	2%	11%





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

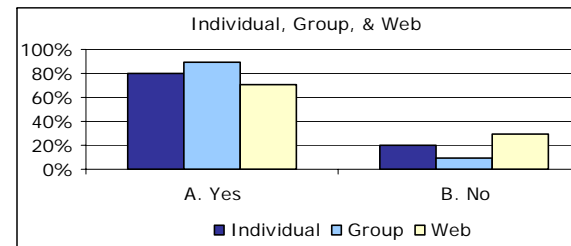
Summary: *Seventy-nine percent of individual, ninety percent of group, and seventy-one percent of web respondents indicated that local governments and/or non profit organizations co-fund educational facilities in order o share building, operating and maintenance costs.*

Comments suggest that it would be ideal to share cost with governments and organizations. It was also stated that city and schools should work collaboratively. Further comments state that shared use of school facilities can result in negative occurrences such as vandalism and theft. Subsequent comments mentioned the need to clearly outline financial requirements of participating entities.

Individual Responses	
A. Yes	79%
B. No	21%

Group Responses	
A. Yes	90%
B. No	10%

Web Responses	
A. Yes	71%
B. No	29%





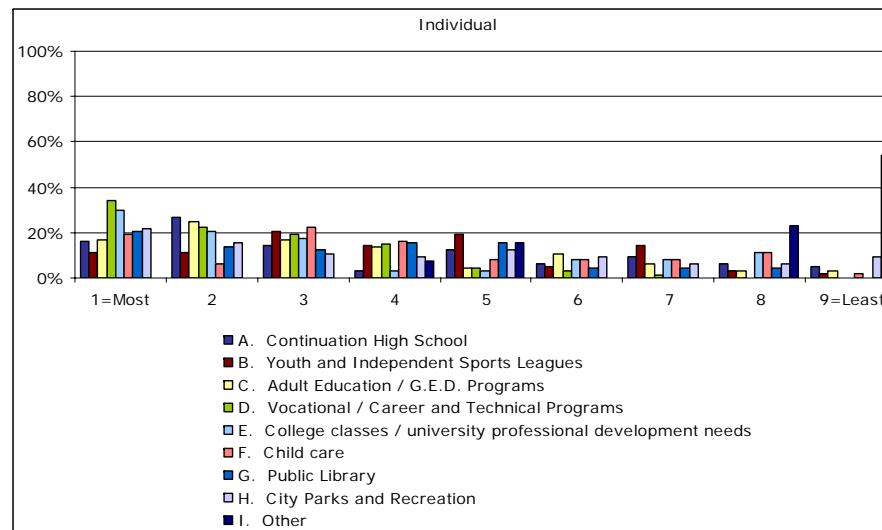
16. Please rank the following from most important to least important in consideration of LBSUD making space available for the following. 1=Most important, 9=Least Important.

Summary: *Sixty-four percent of individual, and seventy-one percent of web respondents indicated a preference to make space available for vocational/career and technical programs as well as college classes/university professional development needs. Forty-four percent of group respondents favored space for vocational and career programs.*

Comments emphasized that a variety of programs should be offered to meet the needs of all children. Further, comments recognized that not all students are college bound and recommended that alternatives such as vocational programs be established for students.

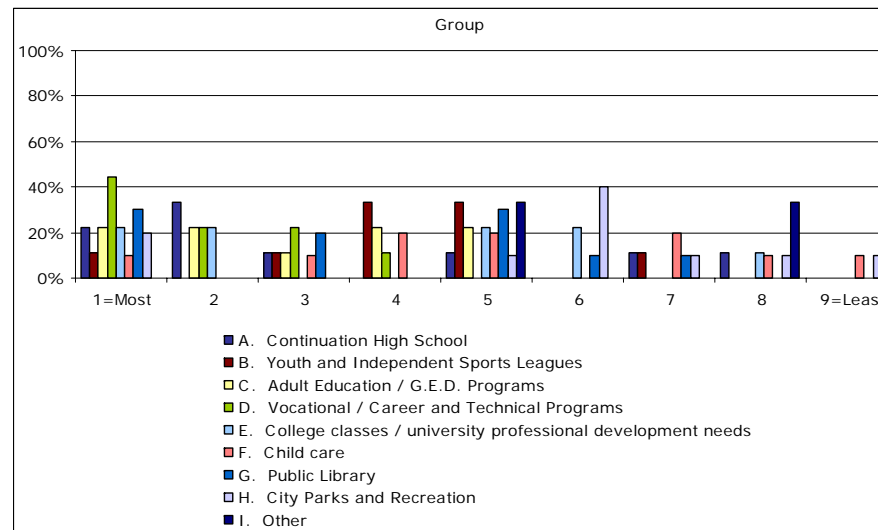


Individual Responses									
	1=Most	2	3	4	5	6	7	8	9=Least
A. Continuation High School	16%	27%	14%	3%	13%	6%	10%	6%	5%
B. Youth and Independent Sports Leagues	11%	11%	21%	14%	19%	5%	14%	3%	2%
C. Adult Education / G.E.D. Programs	17%	25%	17%	14%	5%	11%	6%	3%	3%
D. Vocational / Career and Technical Programs	34%	22%	19%	15%	4%	3%	1%	0%	0%
E. College classes / university professional development needs	30%	20%	17%	3%	3%	8%	8%	11%	0%
F. Child care	19%	6%	22%	16%	8%	8%	8%	11%	2%
G. Public Library	20%	14%	12%	15%	15%	5%	5%	5%	0%
H. City Parks and Recreation	22%	15%	11%	9%	12%	9%	6%	6%	9%
I. Other	0%	0%	0%	8%	15%	0%	0%	23%	54%



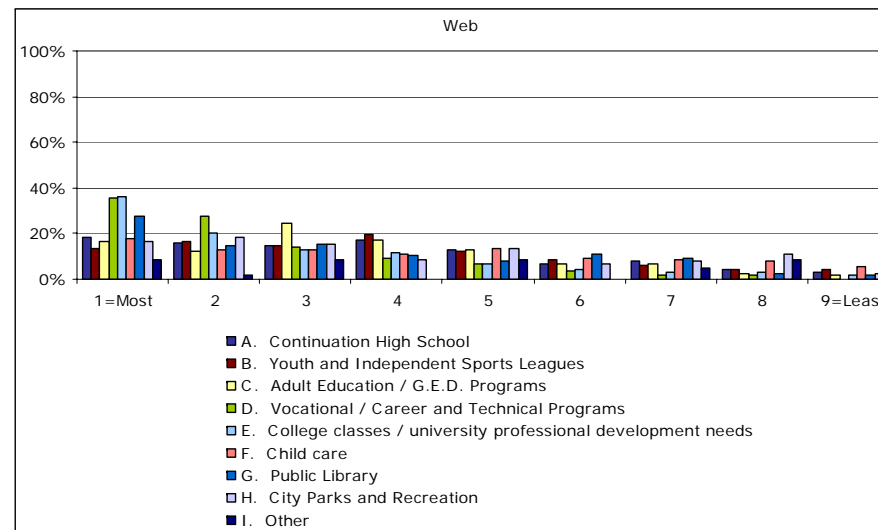


Group Responses									
	1=Most	2	3	4	5	6	7	8	9=Least
A. Continuation High School	22%	33%	11%	0%	11%	0%	11%	11%	0%
B. Youth and Independent Sports Leagues	11%	0%	11%	33%	33%	0%	11%	0%	0%
C. Adult Education / G.E.D. Programs	22%	22%	11%	22%	22%	0%	0%	0%	0%
D. Vocational / Career and Technical Programs	44%	22%	22%	11%	0%	0%	0%	0%	0%
E. College classes / university professional development needs	22%	22%	0%	0%	22%	22%	0%	11%	0%
F. Child care	10%	0%	10%	20%	20%	0%	20%	10%	10%
G. Public Library	30%	0%	20%	0%	30%	10%	10%	0%	0%
H. City Parks and Recreation	20%	0%	0%	0%	10%	40%	10%	10%	10%
I. Other	0%	0%	0%	0%	33%	0%	0%	33%	33%





Web Responses									
	1=Most	2	3	4	5	6	7	8	9=Least
A. Continuation High School	18%	16%	15%	17%	13%	6%	8%	4%	3%
B. Youth and Independent Sports Leagues	13%	16%	15%	20%	12%	9%	6%	4%	4%
C. Adult Education / G.E.D. Programs	16%	12%	24%	17%	13%	7%	7%	2%	2%
D. Vocational / Career and Technical Programs	35%	28%	14%	9%	7%	4%	2%	2%	0%
E. College classes / university professional development needs	36%	20%	13%	12%	7%	4%	3%	3%	2%
F. Child care	18%	13%	13%	11%	14%	9%	9%	8%	6%
G. Public Library	28%	15%	15%	10%	8%	11%	9%	2%	2%
H. City Parks and Recreation	17%	18%	15%	9%	14%	6%	8%	11%	2%
I. Other	9%	2%	9%	0%	9%	0%	5%	9%	59%





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

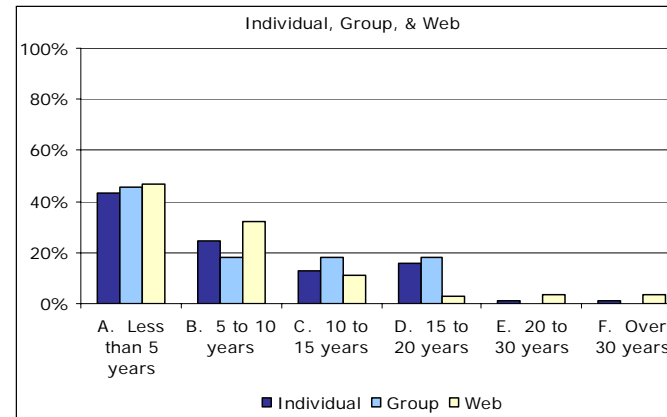
Summary: *Forty-three percent of individual, forty-five percent of group and forty-seven percent of web respondents indicated that a portable/bungalow should be used for less than five years before it is replaced with a permanent building.*

Comments indicated that bungalows should be used as long as they are in good condition, while others stated they should not be used at all. Further comments emphasize that bungalows have poor ventilation, possess mold, termites, dust, and lack personality.

Individual Responses	
A. Less than 5 years	43%
B. 5 to 10 years	25%
C. 10 to 15 years	13%
D. 15 to 20 years	16%
E. 20 to 30 years	1%
F. Over 30 years	1%

Group Responses	
A. Less than 5 years	45%
B. 5 to 10 years	18%
C. 10 to 15 years	18%
D. 15 to 20 years	18%
E. 20 to 30 years	0%
F. Over 30 years	0%

Web Responses	
A. Less than 5 years	47%
B. 5 to 10 years	32%
C. 10 to 15 years	11%
D. 15 to 20 years	3%
E. 20 to 30 years	4%
F. Over 30 years	4%





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

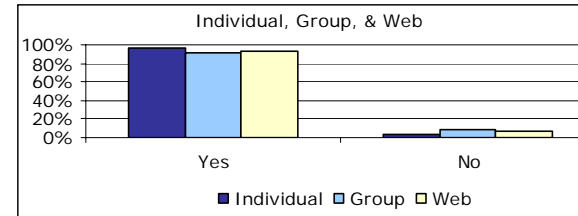
Summary: *Ninety-seven percent of individual, ninety-one percent of group, and ninety-three percent of web respondents indicate a strong preference that schools have air condition, as they are renovated or built new.*

Comments reflect great concern for student's inability to focus in hot conditions as well as teacher's inability to teach. Further comments indicate that air condition in the classroom will make a better learning environment.

Individual Responses	
Yes	97%
No	3%

Group Responses	
Yes	91%
No	9%

Web Responses	
Yes	93%
No	7%

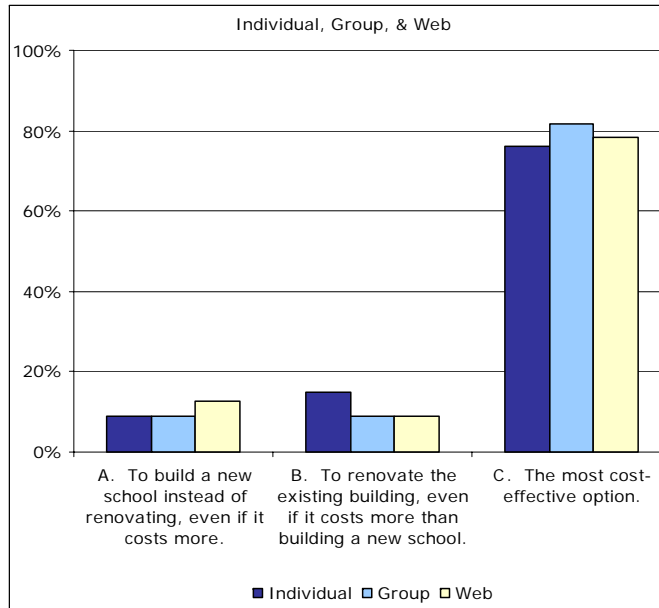




19. I would prefer...

Summary: Seventy-six percent of individual, eighty-two percent of group, and seventy-eight percent of web respondents indicated a preference to follow the most cost effective option.

Comments reflect a preference to maintain the history and integrity of schools, thus not rebuilding them. Further, comments noted that cost effective does not mean taking shortcuts or not being thorough.



Individual Responses	
A. To build a new school instead of renovating, even if it costs more.	9%
B. To renovate the existing building, even if it costs more than building a new school.	15%
C. The most cost-effective option.	76%

Group Responses	
A. To build a new school instead of renovating, even if it costs more.	9%
B. To renovate the existing building, even if it costs more than building a new school.	9%
C. The most cost-effective option.	82%

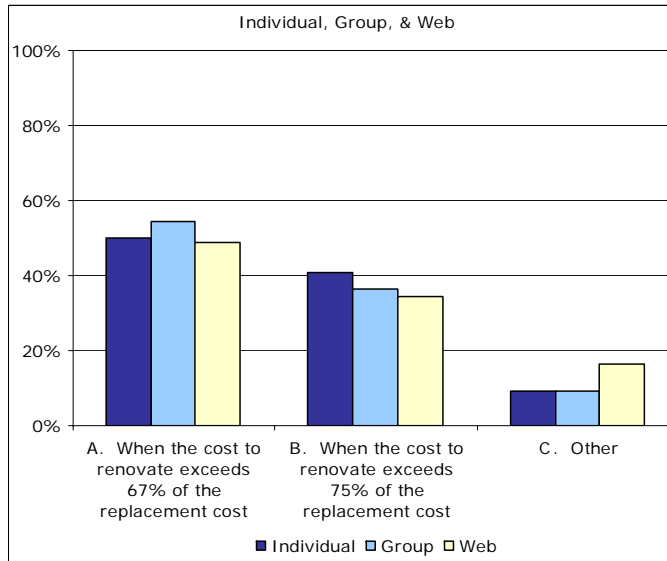
Web Responses	
A. To build a new school instead of renovating, even if it costs more.	13%
B. To renovate the existing building, even if it costs more than building a new school.	9%
C. The most cost-effective option.	78%



20. At what point should a building be replaced?

Summary: Fifty percent of individual, fifty-five percent of group, and forty-nine percent of web respondents expressed a desire for buildings to be replaced when the cost to renovate exceeds 67% of the replacement cost.

Comments of some respondents were to maintain buildings that have historical and Architectural significance. On the contrary, other comments reflect a desire to replace older schools and to evaluate the best option at the time of school improvement.



Individual Responses	
A. When the cost to renovate exceeds 67% of the replacement cost	50%
B. When the cost to renovate exceeds 75% of the replacement cost	41%
C. Other	9%

Group Responses	
A. When the cost to renovate exceeds 67% of the replacement cost	55%
B. When the cost to renovate exceeds 75% of the replacement cost	36%
C. Other	9%
93.46%	

Web Responses	
A. When the cost to renovate exceeds 67% of the replacement cost	49%
B. When the cost to renovate exceeds 75% of the replacement cost	34%
C. Other	17%



Demographics

OPTIONAL Mark all of the Elementary LBUSD schools that your children currently attend or schools with which you are affiliated.			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		Individual Responses	Web Responses
Addams	0%	2%	Burcham K-6	0%	1%
Alvarado	0%	2%	Gompers K-6	0%	0%
Barton	0%	1%	Butler K-8	6%	3%
Birney	3%	4%	Cubberley K-8	1%	1%
Bixby	0%	2%	Hudson K-8	0%	1%
Bryant	0%	1%	Monroe K-8	2%	0%
Buffum	0%	1%	Newcomb K-8	1%	2%
Burbank	0%	2%	Powell K-8	1%	1%
Burnett	4%	4%	Robinson K-8	15%	1%
Burroughs	9%	3%	Tincher K-8	0%	1%
Carver	0%	2%	Bancroft MS	1%	2%
Chavex	0%	1%	De Mille MS	2%	1%
Cleveland	0%	1%	Franklin MS	4%	3%
Edison	1%	1%	Hamilton MS	0%	2%
Emerson	0%	1%	Hills MS	1%	3%
Fremont	1%	2%	Hoover MS	2%	1%
Gant	1%	2%	Hughes MS	7%	11%
Garfield	0%	1%	Jefferson MS	1%	2%
Grant	0%	1%	Lindbergh MS	0%	1%
Harte	0%	1%	Marshall MS	0%	2%
Henry	3%	1%	Rogers MS	0%	2%
Holmes	3%	0%	Stanford MS	4%	4%
International	0%	2%	Stephens MS	0%	2%
Keller	1%	0%	Washington MS	4%	1%
Kettering	0%	2%	Savannah Academy (9th) HS	0%	0%
King	1%	2%	CA Academy of Math and Science HS	1%	1%
Lafayette	1%	2%	Cabrillo HS	2%	2%
Lee	3%	1%	Jordan Academy HS	0%	1%
Lincoln	1%	3%	Jordan HS	0%	2%
Longfellow	9%	11%	Lakewood HS	5%	2%
Los Cerritos	3%	3%	Millikan HS	6%	3%
Lowell	0%	2%	Poly Academy of Accelerated Learning (PAAL) HS	4%	5%
MacArthur	1%	1%	Polytechnic HS	19%	27%
Madison	0%	1%	Reid HS	2%	1%
Mann	0%	1%	Renaissance HS	2%	3%
McKinley	0%	1%	Wilson HS	4%	3%
Muir	0%	1%	Avalon K-12	0%	0%
Naples	0%	1%			
Prisk	3%	2%			
Riley	0%	1%			
Roosevelt	37%	6%			
Signal Hill	3%	3%			
Stevenson	4%	3%			
Sutter	0%	2%			
Tucker	1%	1%			
Twain	1%	3%			
Two Harbors	0%	1%			
Webster	0%	1%			
Whittier	3%	3%			
Willard	0%	2%			



Gender		
	Individual Responses	Web Responses
Male	19%	21%
Female	81%	79%

Your Age		
	Individual Responses	Web Responses
Under 18	6%	3%
18 - 29	10%	6%
30 - 39	29%	25%
40 - 49	24%	32%
50 - 64	32%	34%
65+	0%	0%

Ethnicity		
	Individual Responses	Web Responses
White (Non-Hispanic)	39%	63%
Black / African-American (Non-Hispanic)	14%	11%
Hispanic or Latino	40%	13%
Asian (Non-Hispanic)	6%	9%
Pacific Islander/Am. Indian/Alaska Native/ Other (Non-Hispanic)	1%	0%
Two or more races (Non-Hispanic)	0%	3%

Parental / Guardian Status		
	Individual Responses	Web Responses
Do not have children in LBUSD	18%	24%
Parent/guardian of child less than 5 years old	13%	6%
Parent/guardian of kindergarten student	7%	4%
Parent/guardian of 1st thru 3rd grade student	16%	7%
Parent/guardian of 4th thru 5th grade student	9%	5%
Parent/guardian of 6th thru 8th grade student	12%	13%
Parent/guardian of 9th thru 12th grade student	12%	23%
Parent/guardian of private/parochial student	0%	2%
Parent/guardian of former student of graduate of LBUSD	9%	15%
Grandparent of student or graduate	3%	1%



Are you an employee or retiree of the Long Beach Unified School District?		
	Individual Responses	Web Responses
Yes	60%	71%
No	40%	30%

If you are an employee or retiree, what is / was your position?		
	Individual Responses	Web Responses
Teacher	39%	65%
Support Staff	27%	19%
Retired	0%	0%
Administration	23%	6%
Other [Please specify (optional)]	11%	11%

Are you a resident of Long Beach Unified School District?		
	Individual Responses	Web Responses
Yes	88%	83%
No	12%	17%

How many years have you lived in Long Beach Unified School District?		
	Individual Responses	Web Responses
Less than 2	3%	2%
2 - 5	16%	6%
6 - 10	13%	16%
11 - 15	16%	15%
16 - 20	8%	13%
More than 20	44%	49%

How did you find out about the Community Dialogue?		
	Individual Responses	Web Responses
School Newsletter	45%	14%
Local Newspaper	6%	2%
Church Bulletin	3%	0%
Community Flyer	33%	3%
Poster in Community	0%	1%
Personal Contact	0%	14%
Radio/TV	0%	0%
Email	3%	57%
Other [Please specify]	9%	9%