

Building on Success:
Schools for the Next Generation



Long Beach Unified School District
Community Dialogue I Results Report
WILSON—PLANNING AREA F

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 94 parents, students, district officials, administrators and staff, community and business representatives, and other educational stakeholders and supporters were in attendance. There were 94 Wilson questionnaires completed and turned in at the community dialogue. To increase input opportunities, members of the Wilson 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 Wilson Planning Area Committee members.

This document represents the results of the 94 individual and 17 group questionnaires completed and collected at the November 30th community dialogue. A web version of the questionnaire was posted from December 1st through December 22nd. Within this document are the results of the individual, group, and web questionnaires completed for the Wilson 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. Should Pre-Kindergarten classes be offered to all children?

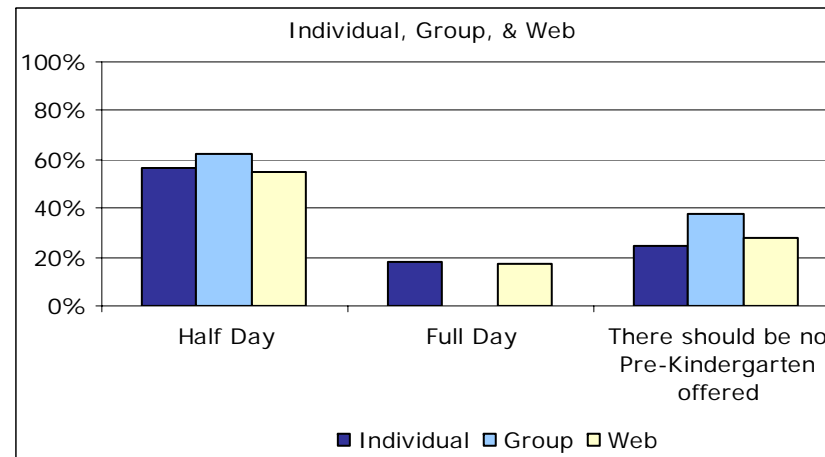
Summary: Fifty-seven percent of individual respondents, sixty-three percent of group respondents, and fifty-five percent of web respondents favored half day Pre-Kindergarten to be offered to all children.

Comments varied. Individual respondents stated that Pre-Kindergarten would take money away from the K-12 system. Others comments indicated that parents should be responsible for paying for Pre-Kindergarten and that it should be an option made available. Further comments stated that it would be a good opportunity for children to prepare for Kindergarten.

Individual Responses		
Half Day	Full Day	There should be no Pre-Kindergarten offered
57%	18%	25%

Group Responses		
Half Day	Full Day	There should be no Pre-Kindergarten offered
63%	0%	38%

Web Responses		
Half Day	Full Day	There should be no Pre-Kindergarten offered
55%	17%	28%





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

Summary: *Fifty-one percent of individuals and fifty-three percent of group respondents indicated a preference for a K-5, 6-8, and 9-12, grade configuration. Comparatively, fifty-two percent of web respondents stated a preference for a K-6, 7-9, and 10-12 grade configuration. Seventy-three percent of individual respondents, one hundred percent of group respondents, and eighty-two percent of web respondents, indicated a strong preference for a grade configuration other than what was listed.*

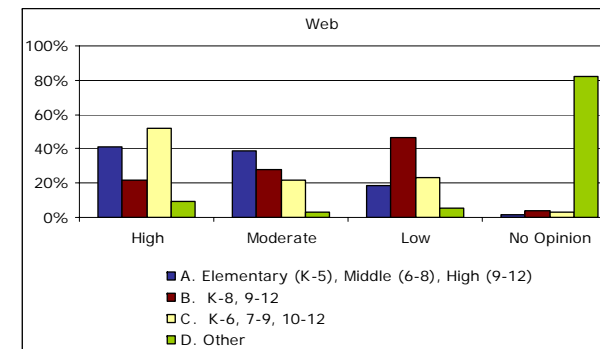
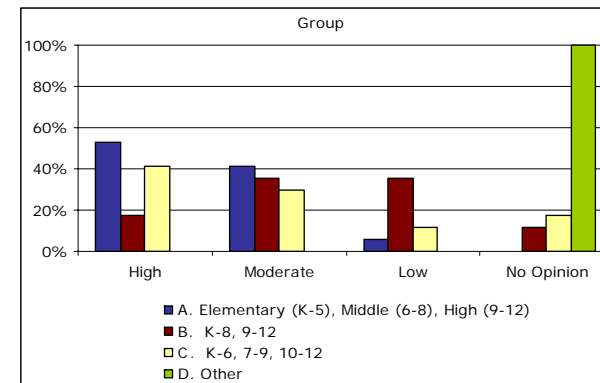
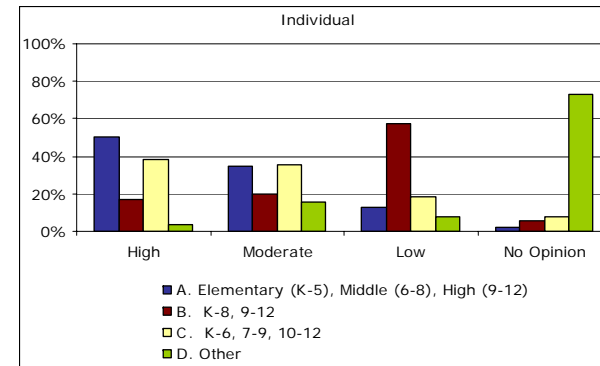
Comments reflect a desire for children to be with their appropriate age group. Respondents indicate that 6th graders are too young to be in middle school, and 9th graders are not mature enough to be in high school. Further comments recommend a K-6, 7-8, and 9-12, grade configuration. Subsequent comments provided support K-8 schools and state that they create a more controlled and mature atmosphere.



Individual Responses				
	High	Moderate	Low	No Opinion
A. Elementary (K-5), Middle (6-8), High (9-12)	51%	34%	13%	2%
B. K-8, 9-12	17%	20%	57%	6%
C. K-6, 7-9, 10-12	39%	35%	18%	8%
D. Other	4%	15%	8%	73%

Group Responses				
	High	Moderate	Low	No Opinion
A. Elementary (K-5), Middle (6-8), High (9-12)	53%	41%	6%	0%
B. K-8, 9-12	18%	35%	35%	12%
C. K-6, 7-9, 10-12	41%	29%	12%	18%
D. Other	0%	0%	0%	100%

Web Responses				
	High	Moderate	Low	No Opinion
A. Elementary (K-5), Middle (6-8), High (9-12)	41%	38%	19%	2%
B. K-8, 9-12	21%	28%	46%	4%
C. K-6, 7-9, 10-12	52%	21%	23%	3%
D. Other	9%	3%	6%	82%





3. What do you think is the most appropriate size (number of students) for an ELEMENTARY school?

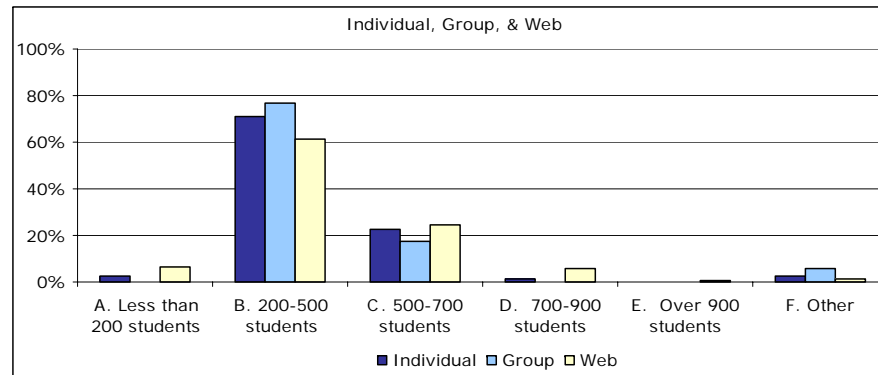
Summary: *Seventy-one percent of individual respondents, seventy-six percent of group respondents, and sixty-two percent of web respondents, indicated a strong preference for elementary schools to house 200-500 students.*

Respondent's comments reiterate having small learning communities emphasizing that they help build a sense of community and comfort. Further comments indicate that school size is not important, but class size should be small to ensure good teacher student interaction.

Individual Responses					
A. Less than 200 students	B. 200-500 students	C. 500-700 students	D. 700-900 students	E. Over 900 students	F. Other
2%	71%	23%	1%	0%	2%

Group Responses					
A. Less than 200 students	B. 200-500 students	C. 500-700 students	D. 700-900 students	E. Over 900 students	F. Other
0%	76%	18%	0%	0%	6%

Web Responses					
A. Less than 200 students	B. 200-500 students	C. 500-700 students	D. 700-900 students	E. Over 900 students	F. Other
6%	62%	24%	6%	1%	1%





4. What do you believe is the most appropriate size (number of students) for a MIDDLE school?

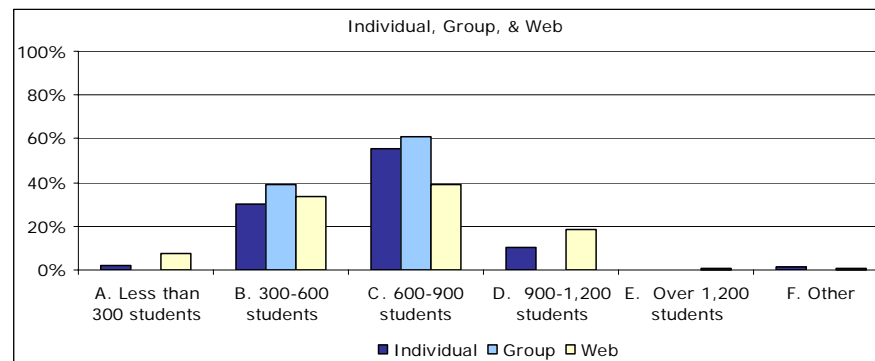
Summary: Fifty-six percent of individuals, sixty-one percent of group respondents, and thirty-nine percent of web respondents, indicated a preference for middle schools of 600-900 students. Thirty-three percent of web respondents cited 300-600 as a more preferable population for middle schools.

Comments support the 600-900 size range for middle schools. Further comments view small middle schools as a way to prevent middle school age students from getting lost, and a way for staff to connect with students individually. Subsequent comments, state that school size does not matter, but rather class size.

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	F. Other
2%	30%	56%	10%	0%	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	F. Other
0%	39%	61%	0%	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	F. Other
8%	33%	39%	18%	1%	1%





5. What do you believe is the most appropriate size (number of students) for a HIGH school?

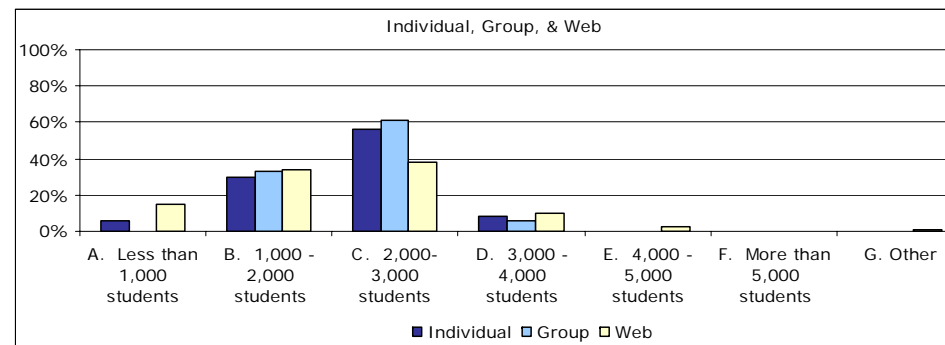
Summary: *Fifty-six percent of individual respondents and sixty-one percent of group participants indicated a preference for high schools of 2,000-3,000 students. Thirty-eight percent of web respondents agreed, while thirty-four percent cited 1,000-2,000 students as an ideal size for a high school.*

Comments reflect support for small learning communities, stating they prevent students from getting lost and provide less strain on school resources. Further comments reinforce the idea of teachers having one on one contact with students as a result of smaller high schools, as well as better student control.

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	G. Other
6%	29%	56%	8%	0%	0%	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	G. Other
0%	33%	61%	6%	0%	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	G. Other
15%	34%	38%	10%	2%	0%	1%





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

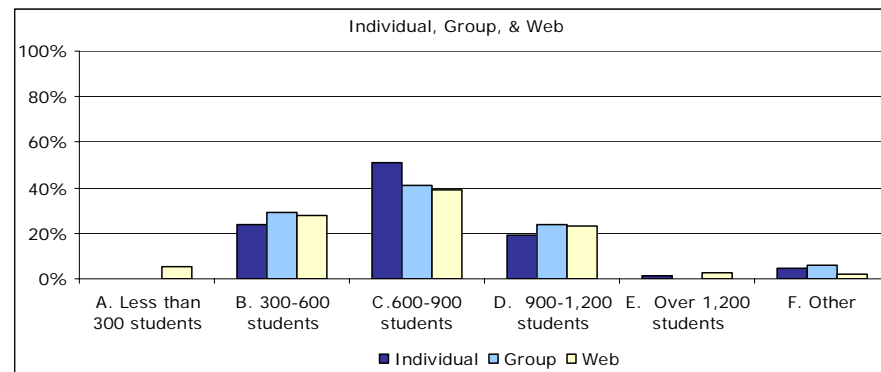
Summary: *Fifty-one percent of individual respondents, forty-one percent of group respondents, and thirty-nine percent of web respondents indicated a preference for K-8 schools to house 600-900 students.*

Respondent's comments continue to support K-8 schools of 600-900 students. Comments continued by stating that schools of the aforementioned size provides students and staff with a sense of community and safety. Subsequent comments indicate some respondents desire no to have K-8 schools.

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	F. Other
0%	24%	51%	19%	1%	5%

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	F. Other
0%	29%	41%	24%	0%	6%

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	F. Other
5%	28%	39%	23%	3%	2%





7. Rate the desirability of the following organizational structures for an elementary, middle, and high school.

Summary: *Seventy-three percent of individual respondents indicated the best organizational structure for an elementary school, should be students attending their neighborhood school. Ninety-four percent of group respondents and sixty-five percent of web respondents also stated, students should attend the school in the closest proximity to their residence in order to better organize elementary schools. Eighty-six percent of individuals, one hundred percent of group respondents, and eighty-seven percent of web respondents had no opinion.*

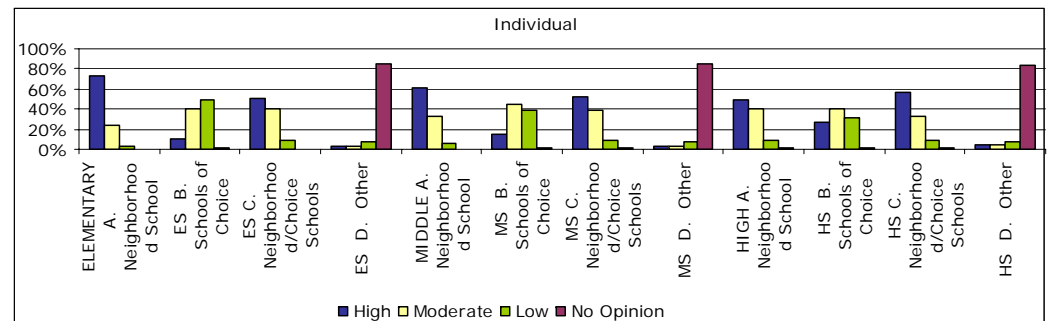
Sixty-two percent of individuals, eighty-two percent of group respondents, and fifty-eight percent of web respondents, cited the best organizational structure for a middle school, would be to have the students attend the schools in their neighborhood or closest proximity to their home. Eighty-five percent of individuals, one-hundred percent of group respondents, and ninety-one percent of web respondents, had no opinion regarding the organizational structure of a middle school.

Likewise, fifty-nine percent of group respondents, and fifty-three percent of web respondents, stated sending students to the school closest to their home is the best way to structurally organize high schools. Fifty-seven percent of individuals cited the current arrangement was the best means. Eighty-four percent of individuals, one hundred percent of groups, and eighty-nine percent of web respondents, had no opinion regarding the organizational structure of a high school.

Comments reflect a desire for all schools to provide equal education opportunities so that there is no need for choice. Further comments favor priority admission to schools for neighborhood students. Additional comments support the concept for school of choice.

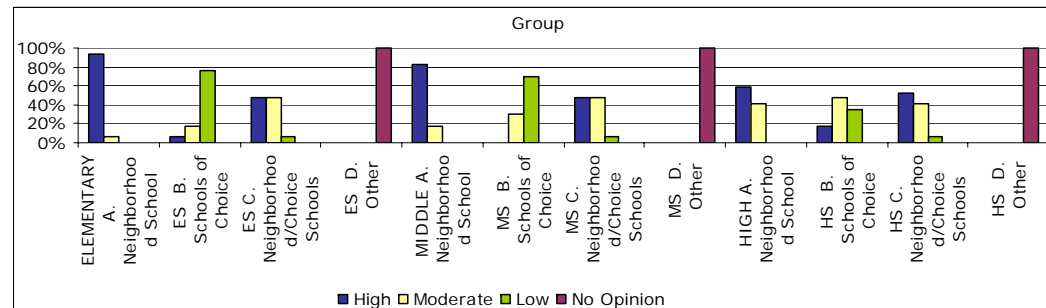


Individual Responses				
	High	Moderate	Low	No Opinion
ELEMENTARY A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	73%	23%	4%	0%
ES B. Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend.	10%	40%	49%	1%
ES C. Neighborhood/Choice Schools. This would be the current arrangement.	51%	40%	8%	0%
ES D. Other	4%	4%	7%	86%
MIDDLE A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	62%	32%	6%	0%
MS B. Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend.	15%	44%	39%	1%
MS C. Neighborhood/Choice Schools: This would be the current arrangement.	52%	39%	8%	1%
MS D. Other	4%	4%	7%	85%
HIGH A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	49%	40%	10%	1%
HS B. Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend.	27%	41%	31%	1%
HS C. Neighborhood/Choice Schools. This would be the current arrangement.	57%	33%	10%	1%
HS D. Other	4%	4%	8%	84%



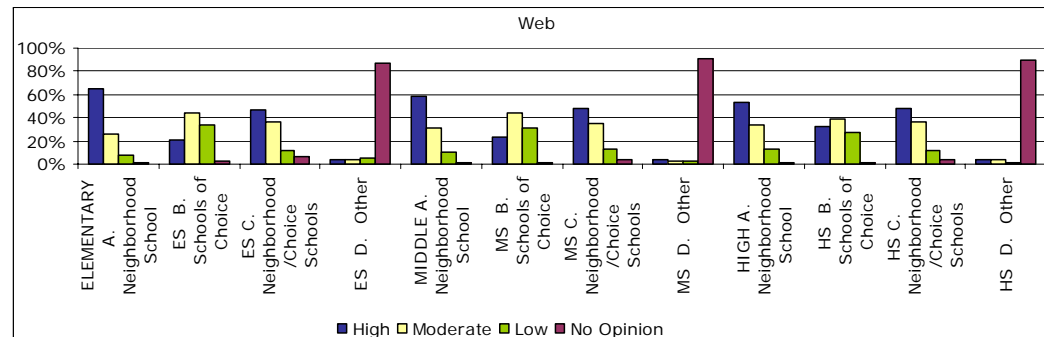


Group Responses				
	High	Moderate	Low	No Opinion
ELEMENTARY A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	94%	6%	0%	0%
ES B. Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend.	6%	18%	76%	0%
ES C. Neighborhood/Choice Schools. This would be the current arrangement.	47%	47%	6%	0%
ES D. Other	0%	0%	0%	100%
MIDDLE A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	82%	18%	0%	0%
MS B. Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend.	0%	29%	71%	0%
MS C. Neighborhood/Choice Schools: This would be the current arrangement.	47%	47%	6%	0%
MS D. Other	0%	0%	0%	100%
HIGH A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	59%	41%	0%	0%
HS B. Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend.	18%	47%	35%	0%
HS C. Neighborhood/Choice Schools. This would be the current arrangement.	53%	41%	6%	0%
HS D. Other.	0%	0%	0%	100%





Web Responses				
	High	Moderate	Low	No Opinion
ELEMENTARY A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	65%	26%	8%	1%
ES B. Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend.	20%	44%	33%	2%
ES C. Neighborhood/Choice Schools. This would be the current arrangement.	46%	36%	12%	6%
ES D. Other	4%	4%	5%	87%
MIDDLE A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	58%	31%	10%	1%
MS B. Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend.	23%	44%	31%	2%
MS C. Neighborhood/Choice Schools: This would be the current arrangement.	48%	35%	13%	4%
MS D. Other	4%	3%	3%	91%
HIGH A. Neighborhood School: Students generally attend the school in the closest proximity to their residence.	53%	34%	13%	1%
HS B. Schools of Choice: These schools are typically open enrollment. Students from any part of the district can attend.	32%	38%	27%	2%
HS C. Neighborhood/ Choice Schools. This would be the current arrangement.	48%	36%	12%	4%
HS D. Other	4%	4%	2%	89%





8. How do you ensure that elementary, middle, and high schools are adequate to meet the student population needs?

Summary: *Forty-three percent of individuals, fifty-three percent of groups, and fifty percent of web respondents, stated that elementary schools should be located where the students are.*

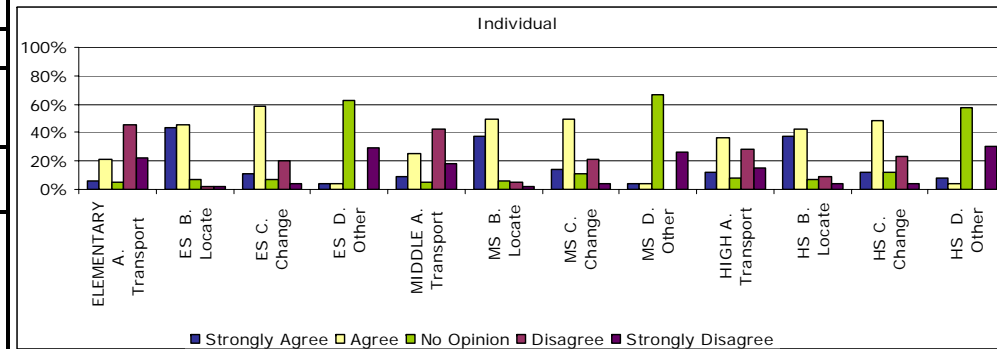
Likewise, thirty-seven percent of individuals, thirty-seven percent of groups, and forty eight percent of web respondents favored placing middle schools where the students are.

Comparatively, eighty percent of individuals strongly agreed and agreed, locating high schools, where the students are. Seventy-nine percent of group respondents and eighty-for percent of web respondents shared this same opinion.

Respondent's comments were varied. Comments stated taking children out of their environment is risky, while others focused on locating schools where the students are is not a logical long term solution. Comments suggest building more schools and giving students the option of attending their school of choice. Subsequent comments suggest, changing district boundaries or redistribute children to different schools.

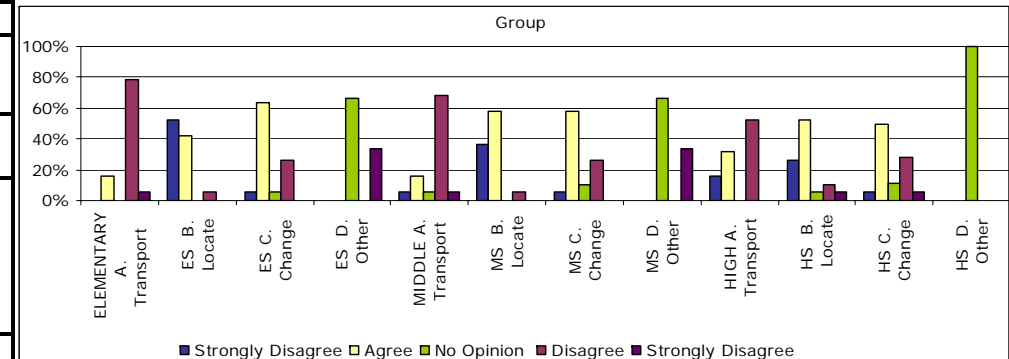


Individual Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
ELEMENTARY A. Transport students to where the schools are	6%	21%	5%	46%	22%
ES B. Locate schools where the students are	43%	45%	7%	2%	2%
ES C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	11%	58%	7%	20%	4%
ES D. Other	4%	4%	63%	0%	30%
MIDDLE A. Transport students to where the schools are	10%	25%	5%	43%	18%
MS B. Locate schools where the students are	37%	50%	6%	5%	2%
MS C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	14%	50%	11%	21%	4%
MS D. Other	4%	4%	67%	0%	26%
HIGH A. Transport students to where the schools are	12%	36%	8%	28%	15%
HS B. Locates schools where the students are	37%	43%	7%	10%	4%
HS C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	12%	48%	12%	23%	4%
HS D. Other	8%	4%	58%	0%	31%



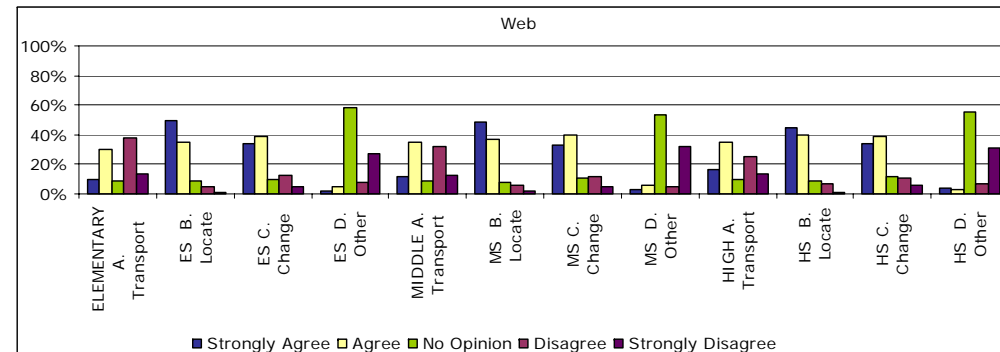


Group Responses					
	Strongly Disagree	Agree	No Opinion	Disagree	Strongly Disagree
ELEMENTARY A. Transport students to where the schools are	0%	16%	0%	79%	5%
ES B. Locate schools where the students are	53%	42%	0%	5%	0%
ES C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	5%	63%	5%	26%	0%
ES D. Other	0%	0%	67%	0%	33%
MIDDLE A. Transport students to where the schools are	5%	16%	5%	68%	5%
MS B. Locate schools where the students are	37%	58%	0%	5%	0%
MS C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	5%	58%	11%	26%	0%
MS D. Other	0%	0%	67%	0%	33%
HIGH A. Transport students to where the schools are	16%	32%	0%	53%	0%
HS B. Locate schools where the students are	26%	53%	5%	11%	5%
HS C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	6%	50%	11%	28%	6%
HS D. Other	0%	0%	100%	0%	0%





Web Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
ELEMENTARY A. Transport students to where the schools are	10%	30%	9%	37%	14%
ES B. Locate schools where the students are	50%	35%	9%	5%	1%
ES C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	34%	39%	10%	13%	5%
ES D. Other	2%	4%	58%	8%	27%
MIDDLE A. Transport students to where the schools are	12%	35%	8%	32%	13%
MS B. Locate schools where the students are	48%	36%	8%	6%	2%
MS C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	33%	40%	10%	12%	5%
MS D. Other	3%	6%	54%	5%	32%
HIGH A. Transport students to where the schools are	16%	35%	10%	26%	13%
HS B. Locate schools where the students are	44%	40%	8%	6%	1%
HS C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	34%	39%	11%	10%	6%
HS D. Other	4%	3%	55%	7%	31%





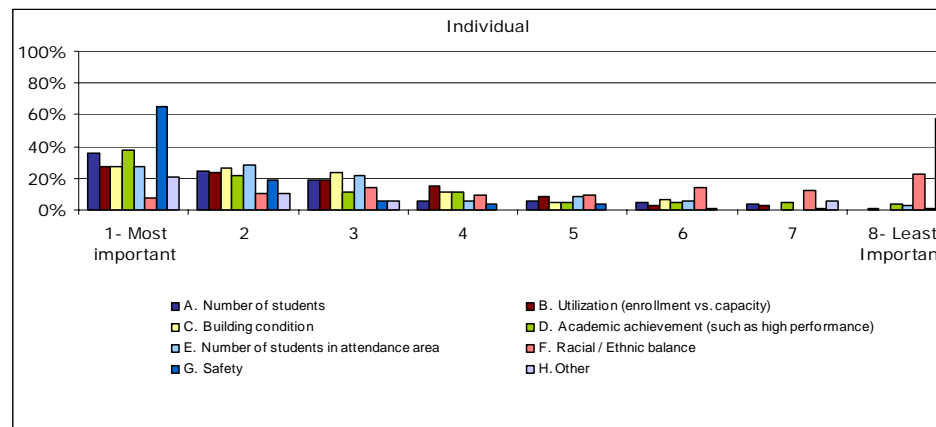
9. Please rank the following criteria from most important in consideration of school consolidation. 1=Most Important, 8=Least Important

Summary: *Sixty-five percent of individuals, eighty-two percent of groups, and sixty-four percent of web respondents indicated safety as the most important factor to consider when considering school consolidation. Fifty-eight percent of individuals, one hundred percent of groups, and forty-nine percent of web respondents cited something "other," as the least important factor, when considering school consolidation.*

Comments were varied. Some of the more reoccurring comments involved, safety, location and the current block schedule.

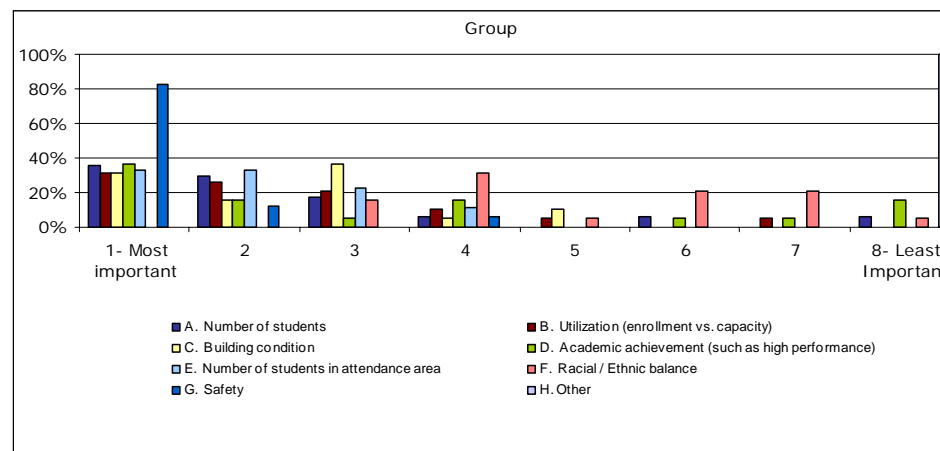


Individual Responses								
	1- Most important	2	3	4	5	6	7	8- Least Important
A. Number of students	36%	25%	19%	6%	6%	5%	4%	0%
B. Utilization (enrollment vs. capacity)	27%	24%	19%	15%	8%	2%	2%	1%
C. Building condition	27%	26%	24%	11%	5%	7%	0%	0%
D. Academic achievement (such as high performance)	38%	22%	11%	11%	5%	5%	5%	4%
E. Number of students in attendance area	27%	29%	21%	6%	8%	6%	0%	2%
F. Racial / Ethnic balance	7%	11%	14%	10%	10%	14%	12%	23%
G. Safety	65%	19%	6%	3%	3%	1%	1%	1%
H. Other	21%	11%	5%	0%	0%	0%	5%	58%



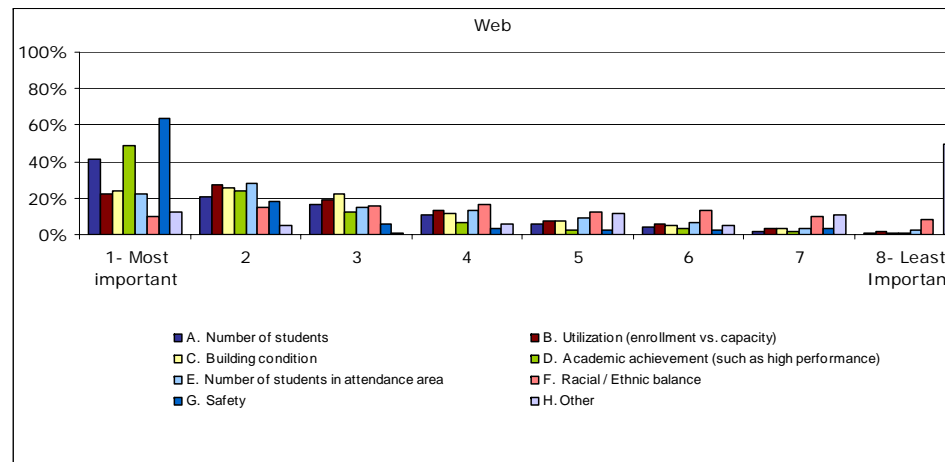


Group Responses								
	1- Most important	2	3	4	5	6	7	8- Least Important
A. Number of students	35%	29%	18%	6%	0%	6%	0%	6%
B. Utilization (enrollment vs. capacity)	32%	26%	21%	11%	5%	0%	5%	0%
C. Building condition	32%	16%	37%	5%	11%	0%	0%	0%
D. Academic achievement (such as high performance)	37%	16%	5%	16%	0%	5%	5%	16%
E. Number of students in attendance area	33%	33%	22%	11%	0%	0%	0%	0%
F. Racial / Ethnic balance	0%	0%	16%	32%	5%	21%	21%	5%
G. Safety	82%	12%	0%	6%	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%	20%	16%	10%	5%	4%	2%	0%
B. Utilization (enrollment vs. capacity)	22%	28%	19%	13%	8%	6%	4%	1%
C. Building condition	24%	26%	22%	12%	7%	5%	3%	1%
D. Academic achievement (such as high performance)	49%	24%	13%	7%	2%	3%	2%	1%
E. Number of students in attendance area	23%	28%	15%	13%	9%	7%	4%	2%
F. Racial / Ethnic balance	10%	15%	16%	17%	12%	13%	10%	8%
G. Safety	64%	19%	6%	3%	3%	3%	3%	0%
H. Other	13%	5%	1%	6%	11%	5%	10%	49%



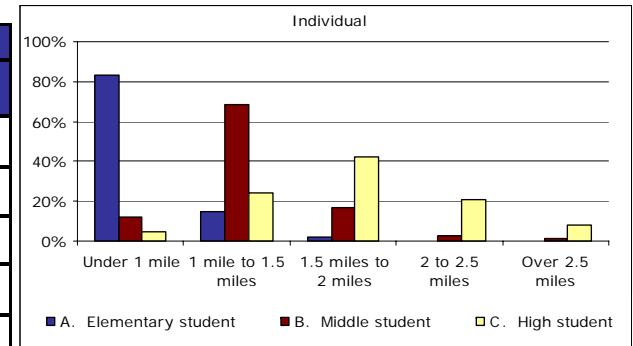


10. Assuming that there are no major boundaries such as highways, what is the maximum distance that an elementary, middle, and high school student should have to walk to school?

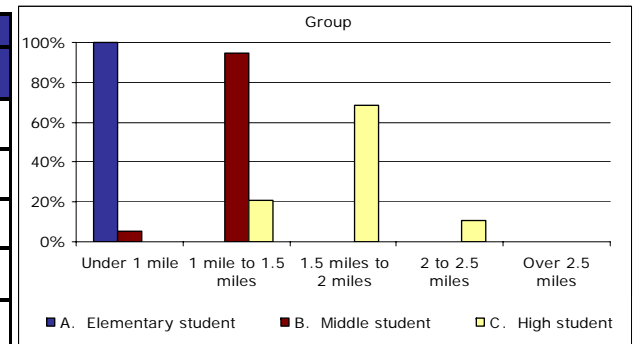
Summary: *Eighty-three percent of individuals, one hundred percent of groups, and seventy-nine percent of web respondents, indicated elementary students should travel less than a mile to school. Sixty-eight percent of individuals, ninety-five percent of groups, and fifty percent of web respondents, identified 1.5 miles as the maximum distance a middle school student should walk to school. Comparatively, forty-three percent of individuals, sixty-eight percent of group participants, and thirty-one percent of web participants stated, a high school student should not have to walk more than 2 miles to get to school. Twenty-five percent of web respondents favored 1.5 miles as the maximum distance a high school student should have to walk to school.*

Comments identified safety as a primary concern for students walking to school. Respondents stated that the older children, the further they could walk. High school students have the option of taking public transportation. Other comments indicated that children should not be walking long distances especially in bad neighborhoods. Subsequent comments characterized walking as a good means of exercise.

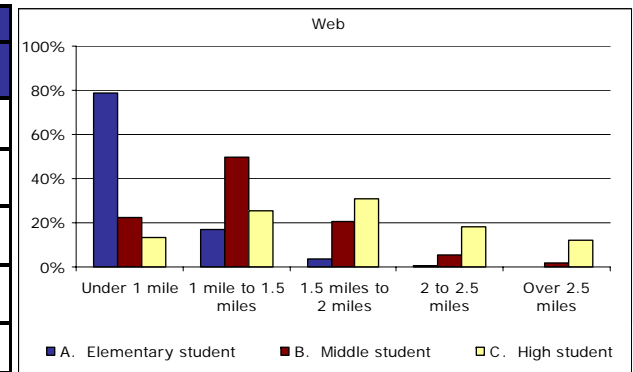
Individual Responses			
	A. Elementary student	B. Middle student	C. High student
Under 1 mile	83%	12%	5%
1 mile to 1.5 miles	15%	68%	24%
1.5 miles to 2 miles	2%	16%	43%
2 to 2.5 miles	0%	2%	21%
Over 2.5 miles	0%	1%	8%



Group Responses			
	A. Elementary student	B. Middle student	C. High student
Under 1 mile	100%	5%	0%
1 mile to 1.5 miles	0%	95%	21%
1.5 miles to 2 miles	0%	0%	68%
2 to 2.5 miles	0%	0%	11%
Over 2.5 miles	0%	0%	0%



Web Responses			
	A. Elementary student	B. Middle student	C. High student
Under 1 mile	79%	23%	14%
1 mile to 1.5 miles	17%	50%	25%
1.5 miles to 2 miles	3%	21%	31%
2 to 2.5 miles	1%	5%	18%
Over 2.5 miles	0%	2%	12%





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

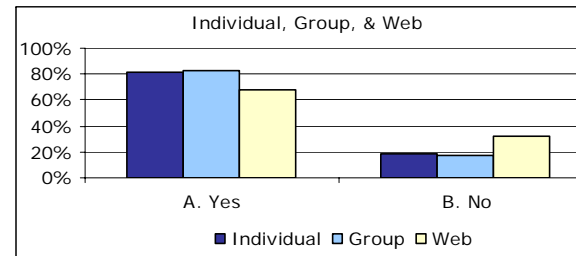
Summary: *Eighty-two percent of individuals, eighty-three percent of groups, and sixty-eight percent of web respondents, indicated, local governments and/or non profit organizations co fund educational facilities in order to share buildings, operating, and maintenance costs.*

Comments support the concept of schools as the center of the community, Comments also reinforced the benefit of partnerships being formed that they can positively benefit the school and the community. In addition, partnerships that enhance and compliment the educational environment are desired. The primary use of the school facility has to be education.

Individual Responses	
A. Yes	82%
B. No	18%

Group Responses	
A. Yes	83%
B. No	17%

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





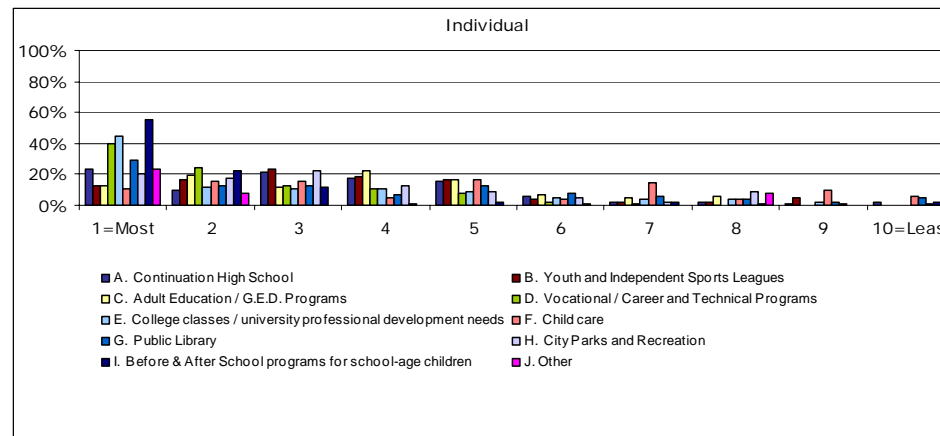
12. Please rank the following from most important to least important in consideration of LBUSD making space available for the following. (1=Most Important, 10=Least Important)

Summary: *Fifty-five percent of individuals and sixty-three percent of group respondents indicated, before and after school programs as the most important program for LBUSD to consider when creating space. Forty-five percent of individuals and forty-four percent of groups cited college classes/university professional development needs as the most important program to consider when making space available at schools. Comparatively, one-hundred percent of group respondents indicated something "other," than what was listed, as an important consideration. Sixty-five percent of web respondents indicated that vocational/career and technical programs and university professional development needs as, as the most important program for LBUSD to consider when creating space.*

Comments expressed the need for more high and middle schools to be built. Further comments state trade and vocational programs need to be offered for students that are not interested in attending college. Subsequent comments cite all programs are important in order to make well rounded individuals.

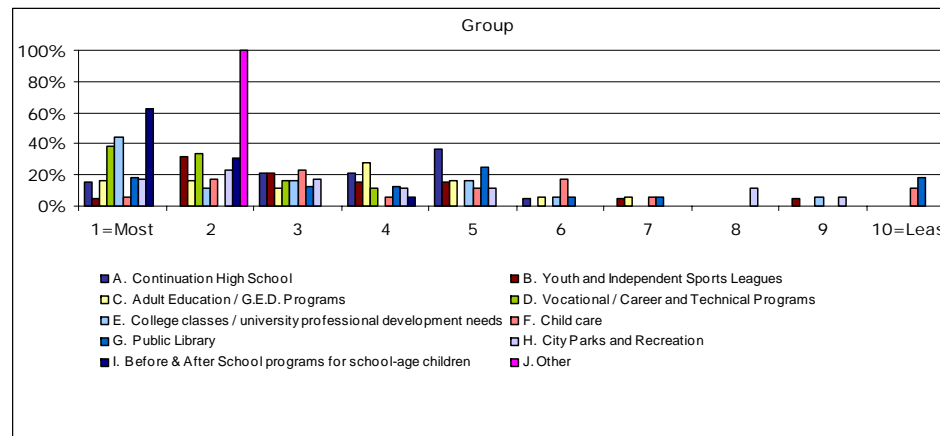


Individual Responses										
	1=Most	2	3	4	5	6	7	8	9	10=Least
A. Continuation High School	23%	9%	21%	17%	15%	6%	2%	2%	1%	2%
B. Youth and Independent Sports Leagues	13%	16%	23%	19%	16%	3%	2%	2%	5%	0%
C. Adult Education / G.E.D. Programs	13%	20%	12%	22%	16%	7%	5%	6%	0%	0%
D. Vocational / Career and Technical Programs	40%	25%	13%	11%	8%	2%	1%	0%	0%	0%
E. College classes / university professional development needs	45%	11%	10%	10%	9%	5%	3%	3%	2%	0%
F. Child care	11%	15%	15%	5%	17%	4%	14%	4%	10%	6%
G. Public Library	29%	13%	13%	7%	13%	8%	6%	4%	2%	5%
H. City Parks and Recreation	20%	18%	23%	13%	8%	5%	2%	8%	1%	1%
I. Before & After School programs for school-age children	55%	22%	12%	1%	2%	1%	2%	1%	0%	2%
J. Other	23%	8%	0%	0%	0%	0%	0%	8%	0%	62%



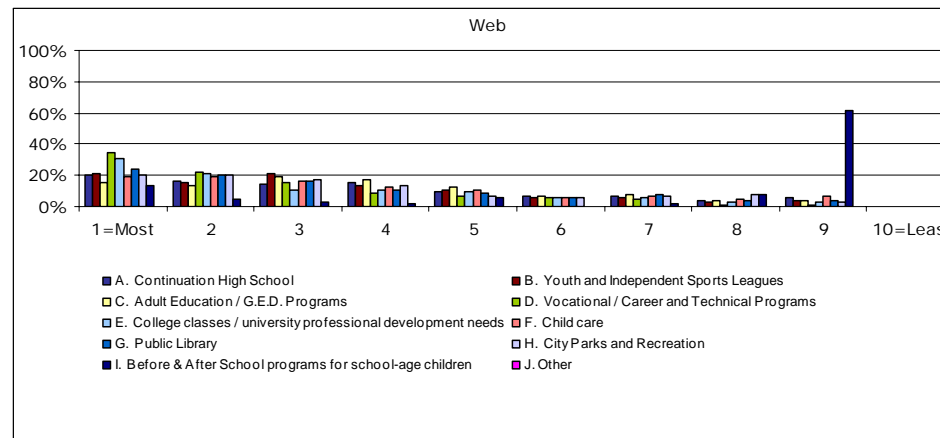


Group Responses										
	1=Most	2	3	4	5	6	7	8	9	10=Least
A. Continuation High School	16%	0%	21%	21%	37%	5%	0%	0%	0%	0%
B. Youth and Independent Sports Leagues	5%	32%	21%	16%	16%	0%	5%	0%	5%	0%
C. Adult Education / G.E.D. Programs	17%	17%	11%	28%	17%	6%	6%	0%	0%	0%
D. Vocational / Career and Technical Programs	39%	33%	17%	11%	0%	0%	0%	0%	0%	0%
E. College classes / university professional development needs	44%	11%	17%	0%	17%	6%	0%	0%	6%	0%
F. Child care	6%	18%	24%	6%	12%	18%	6%	0%	0%	12%
G. Public Library	19%	0%	13%	13%	25%	6%	6%	0%	0%	19%
H. City Parks and Recreation	18%	24%	18%	12%	12%	0%	0%	12%	6%	0%
I. Before & After School programs for school-age children	63%	31%	0%	6%	0%	0%	0%	0%	0%	0%
J. Other	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%





Web Responses										
	1=Most	2	3	4	5	6	7	8	9	10=Least
A. Continuation High School	20%	16%	15%	15%	10%	7%	6%	4%	6%	0%
B. Youth and Independent Sports Leagues	21%	15%	21%	14%	11%	6%	5%	3%	4%	0%
C. Adult Education / G.E.D. Programs	16%	14%	19%	17%	12%	7%	8%	4%	4%	0%
D. Vocational / Career and Technical Programs	34%	22%	16%	8%	7%	6%	5%	1%	1%	0%
E. College classes / university professional development needs	31%	21%	10%	11%	9%	6%	6%	3%	3%	0%
F. Child care	19%	19%	16%	13%	10%	6%	6%	4%	6%	0%
G. Public Library	24%	20%	16%	11%	8%	6%	7%	4%	4%	0%
H. City Parks and Recreation	20%	20%	17%	13%	6%	6%	7%	8%	3%	0%
I. Before & After School programs for school-age children	14%	5%	3%	2%	6%	0%	2%	8%	62%	0%
J. Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%





13. What is your vision of Wilson High School for the future?

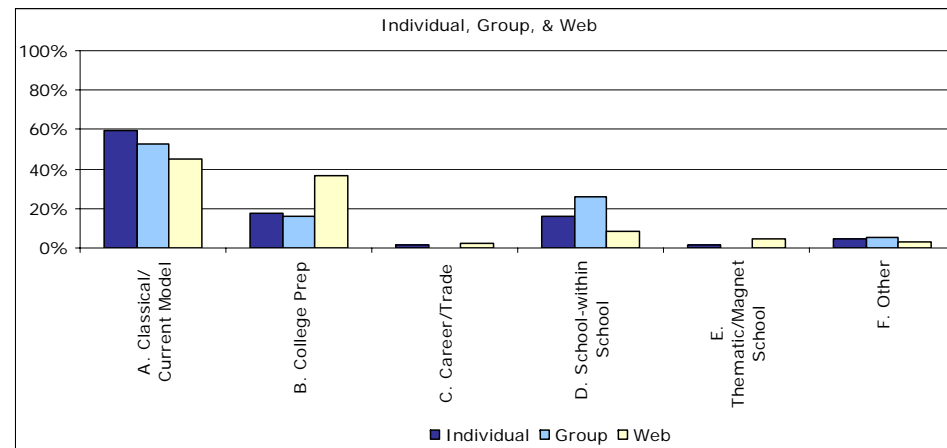
Summary: Fifty-nine percent of individuals, fifty-three percent of group participants, and forty-five percent of web respondents indicate a classical/current model for high school. Comparatively, thirty-six percent of web respondents visualized a college prep school for the future. Additionally, sixteen-percent of individuals and twenty-six percent of group respondents visualized schools within schools for Wilson High School.

Comments emphasized the importance of addressing all the needs of Wilson students. Other comments suggested magnet programs, vocational programs, college prep programs, and schools with in schools as considerations for Wilson High School.

Individual Responses	
A. Classical/ Current Model	59%
B. College Prep	17%
C. Career/Trade	1%
D. School-within School	16%
E. Thematic/Magnet School	1%
F. Other	5%

Group Responses	
A. Classical/ Current Model	53%
B. College Prep	16%
C. Career/Trade	0%
D. School-within School	26%
E. Thematic/Magnet School	0%
F. Other	5%

Web Responses	
A. Classical/ Current Model	45%
B. College Prep	36%
C. Career/Trade	2%
D. School-within School	8%
E. Thematic/Magnet School	5%
F. Other	3%





14. Should buildings be renovated or replaced, what is your preference?

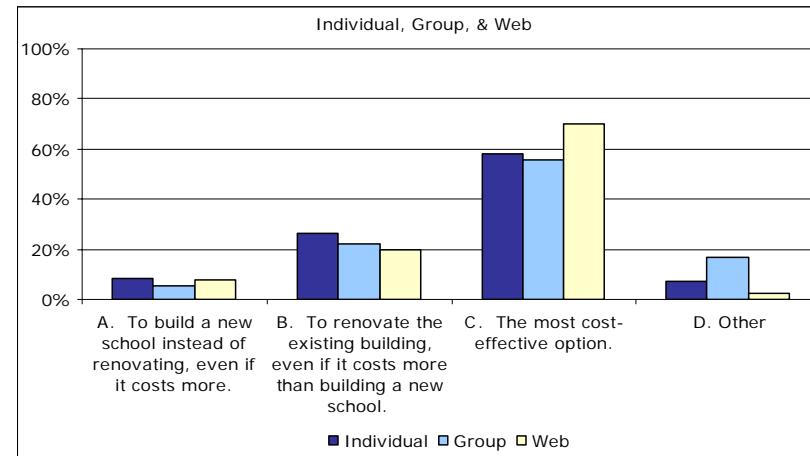
Individual Responses	
A. To build a new school instead of renovating, even if it costs more.	8%
B. To renovate the existing building, even if it costs more than building a new school.	26%
C. The most cost-effective option.	58%
D. Other	7%

Group Responses	
A. To build a new school instead of renovating, even if it costs more.	6%
B. To renovate the existing building, even if it costs more than building a new school.	22%
C. The most cost-effective option.	56%
D. Other	17%

Web 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.	20%
C. The most cost-effective option.	70%
D. Other	2%

Summary: Fifty-eight percent of individuals, fifty-six percent of groups, and seventy percent of web respondents favored the most cost effective option when considering whether to renovate or build new. Comparatively, twenty-six percent of individuals, twenty-two percent of groups, and twenty percent of web respondents indicated the best option would be to renovate the existing building, even if it cost more than building a new school.

Comments indicate a preference for preserving architectural style, culture, and heritage. Further comments cite time and safety as an important factor to consider. Subsequent comments reiterate choosing the most cost effective option, while others indicate the most cost effective way might not be the best way.





15. When comparing school facilities throughout LBUSD, to what degree is it important that the District provide equity/parity in school facilities (i.e. science labs, auditorium, technology, etc.)?

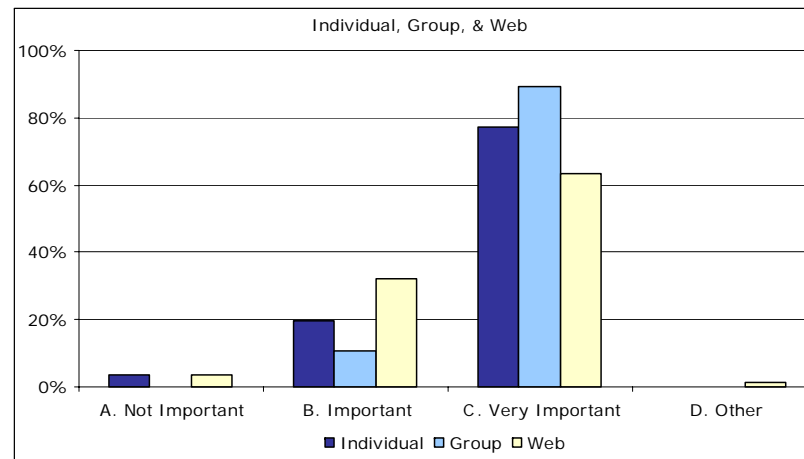
Summary: Seventy-seven percent of individuals, eighty-nine percent of groups, and sixty-three percent of web respondents, indicated viewed it very important to provide equity/parity in schools, when comparing school facilities.

Comments reiterate that schools must offer and reduce funding for facilities. Individuals, group, and web participants written comments reflect a desire for students to have the same opportunities.

Individual Responses	
A. Not Important	3%
B. Important	20%
C. Very Important	77%
D. Other	0%

Group Responses	
A. Not Important	0%
B. Important	11%
C. Very Important	89%
D. Other	0%

Web Responses	
A. Not Important	4%
B. Important	32%
C. Very Important	63%
D. Other	1%





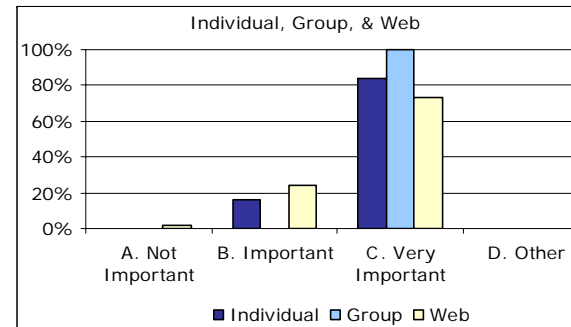
16. How important is it to have a traffic plan to address safety for student drop off and pick up at school facilities?

Summary: Eighty-four percent of individual respondents indicated that it is very important to have a traffic plan to address safety for student drop off and pick up at school facilities. Likewise, one-hundred percent of groups and seventy-three percent of web respondents stated that it is very important to implement a traffic plan to address safety for students drop off and pick up. Comments reiterate that safety is an issue for student drop off and pick up. Respondents suggest closing streets and providing crossing guards as a way to increase safety for students. Further comments identified a traffic plan would help with neighborhood complaints.

Individual Responses	
A. Not Important	0%
B. Important	16%
C. Very Important	84%
D. Other	0%

Group Responses	
A. Not Important	0%
B. Important	0%
C. Very Important	100%
D. Other	0%

Web Responses	
A. Not Important	2%
B. Important	24%
C. Very Important	73%
D. Other	0%





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

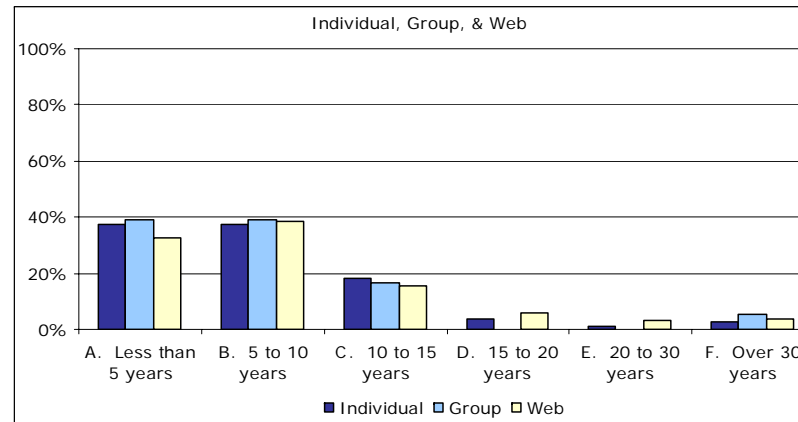
Summary: *Thirty-seven percent of individual respondents believe that portables/bungalows should be used less than 5 years before they are replaced with permanent construction, while thirty-seven percent believe they should be used for 5-10 years. Thirty-nine percent of group participants indicate, portables/bungalows should be used less than 5 years before being replaced. Comparatively, thirty-nine percent of group respondents also believe they should be used for 5-10 years. Thirty-nine percent of web respondents also stated that 5-10 years is the length of time a portable/bungalow should be used, while thirty-three percent believe they should be used for less than 5 years.*

Comments support the idea of portables being used as long as they are needed and are in acceptable condition as well as safe and in tact. Further comments state portables help schools stay flexible. Subsequent comments indicate a preference for portables due to the fact that they have air-conditioning, while other comments indicate that they have bad air quality.

Individual Responses	
A. Less than 5 years	37%
B. 5 to 10 years	37%
C. 10 to 15 years	18%
D. 15 to 20 years	4%
E. 20 to 30 years	1%
F. Over 30 years	2%

Group Responses	
A. Less than 5 years	39%
B. 5 to 10 years	39%
C. 10 to 15 years	17%
D. 15 to 20 years	0%
E. 20 to 30 years	0%
F. Over 30 years	6%

Web Responses	
A. Less than 5 years	33%
B. 5 to 10 years	39%
C. 10 to 15 years	15%
D. 15 to 20 years	6%
E. 20 to 30 years	3%
F. Over 30 years	4%





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

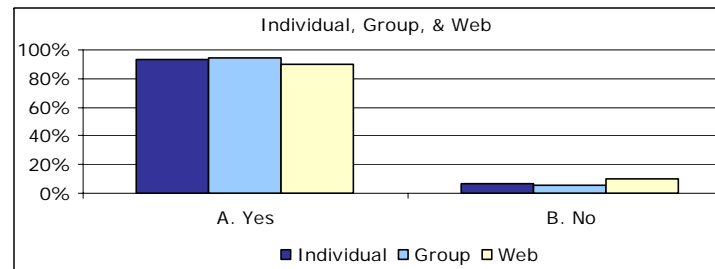
Summary: *Ninety-three percent of individual respondents, ninety-four percent of groups, and ninety percent of web respondents indicated a strong preference to have air-conditioning in schools as they are built new or renovated.*

Comments indicate that air would be nice, but is a luxury. Group respondents state that air should be in schools depending on there location. Further, comments reinforce the importance of student's inability to learn or teacher to teach, when it is to hot.

Individual Responses	
A. Yes	93%
B. No	7%

Group Responses	
A. Yes	94%
B. No	6%

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





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%	1%
Alvarado	0%	2%
Barton	2%	1%
Birney	0%	0%
Bixby	12%	2%
Bryant	2%	2%
Buffum	0%	1%
Burbank	5%	3%
Burnett	0%	1%
Burroughs	0%	0%
Carver	0%	1%
Chavez	0%	1%
Cleveland	0%	0%
Edison	0%	1%
Emerson	3%	2%
Fremont	32%	13%
Gant	3%	11%
Garfield	0%	1%
Grant	2%	1%
Harte	0%	1%
Henry	0%	1%
Holmes	0%	1%
International	2%	1%
Keller	0%	1%
Kettering	2%	13%
King	0%	0%
Lafayette	2%	1%
Lee	0%	2%
Lincoln	0%	2%
Longfellow	0%	1%
Los Cerritos	2%	1%
Lowell	14%	9%
MacArthur	0%	1%
Madison	2%	1%
Mann	0%	1%
McKinley	0%	1%
Muir	0%	1%
Naples	8%	5%
Prisk	0%	1%
Riley	0%	0%
Roosevelt	0%	1%
Signal Hill	0%	2%
Stevenson	3%	1%
Sutter	0%	1%
Tucker	0%	1%
Twain	0%	1%
Two Harbors	0%	0%
Webster	0%	1%
Whittier	0%	1%
Willard	5%	3%

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	2%	1%
Gompers K-6	0%	0%
Butler K-8	0%	0%
Cubberley K-8	6%	1%
Hudson K-8	0%	1%
Monroe K-8	0%	1%
Newcomb K-8	0%	1%
Powell K-8	2%	1%
Robinson K-8	0%	0%
Tincher K-8	9%	10%
Bancroft MS	2%	1%
DeMille MS	2%	2%
Hill MS	2%	10%
Franklin MS	0%	1%
Hamilton MS	0%	1%
Hoover MS	0%	1%
Hughes MS	0%	3%
Jefferson MS	4%	4%
Lindbergh MS	0%	0%
Marshall MS	0%	1%
Rogers MS	25%	15%
Stanford MS	8%	10%
Stephens MS	0%	0%
Washington MS	2%	1%
Savannah Academy (9th) HS	0%	0%
CA Academy of Math and Science HS	0%	0%
Cabrillo HS	0%	1%
Jordan Academy HS	0%	1%
Jordan HS	0%	1%
Lakewood HS	0%	2%
Millikan HS	0%	4%
Poly Academy of Accelerated Learning (PAAL) HS	0%	2%
Polytechnic HS	2%	4%
Reid HS	0%	1%
Renaissance HS	0%	1%
Wilson HS	36%	22%
Avalon K-12	0%	1%



Gender		
	Individual Responses	Web Responses
Male	40%	22%
Female	60%	78%

Your Age		
	Individual Responses	Web Responses
Under 18	4%	5%
18 - 29	1%	3%
30 - 39	21%	24%
40 - 49	50%	41%
50 - 64	20%	25%
65+	3%	1%

Ethnicity		
	Individual Responses	Web Responses
White (Non-Hispanic)	67%	75%
Black / African-American (Non-Hispanic)	10%	4%
Hispanic or Latino	16%	12%
Asian (Non-Hispanic)	0%	5%
Pacific Islander/Am. Indian/Alaska Native/ Other (Non-Hispanic)	4%	3%
Two or more races (Non-Hispanic)	3%	1%

Education		
	Individual Responses	Web Responses
Current Student	6%	6%
Not a High School Graduate	1%	0%
High School Graduate	4%	4%
Some College/Trade School	20%	12%
College Graduate	28%	31%
Advanced Degree	41%	48%



Parental / Guardian Status		
	Individual Responses	Web Responses
Do not have children in LBUSD	18%	17%
Parent/guardian of child less than 5 years old	10%	10%
Parent/guardian of kindergarten student	9%	5%
Parent/guardian of 1st thru 3rd grade student	21%	22%
Parent/guardian of 4th thru 5th grade student	10%	11%
Parent/guardian of 6th thru 8th grade student	11%	13%
Parent/guardian of 9th thru 12th grade student	15%	10%
Parent/guardian of private/parochial student	1%	1%
Parent/guardian of former student of graduate of LBUSD	4%	8%
Grandparent of student or graduate	2%	3%

Are you a resident of Long Beach Unified School District?		
	Individual Responses	Web Responses
Yes	55%	86%
No	3%	14%

How many years have you lived in Long Beach Unified School District?		
	Individual Responses	Web Responses
Less than 2	7%	3%
2 - 5	16%	5%
6 - 10	13%	17%
11 - 15	24%	15%
16 - 20	11%	47%
More than 20	29%	13%



Are you an employee or retiree of the Long Beach Unified School District?		
	Individual Responses	Web Responses
Yes	30%	50%
No	70%	50%

If you are an employee or retiree, what is / was your position?		
	Individual Responses	Web Responses
Teacher	42%	62%
Support Staff	19%	21%
Retired	0%	0%
Administration	19%	8%
Other [Please specify (optional)]	19%	10%

How did you find out about the Community Dialogue?		
	Individual Responses	Web Responses
School Newsletter	73%	22%
Local Newspaper	3%	2%
Church Bulletin	0%	0%
Community Flyer	0%	3%
Poster in Community	0%	12%
Personal Contact	0%	14%
Radio/TV	0%	0%
Email	0%	46%
Other [Please specify]	24%	1%