

Executive Summary for 2023-24: LBUSD Student Outcomes

Overview

In the fall of 2022, the Board of Education and the Superintendent of the Long Beach Unified School District launched a community-wide collaborative process to develop a long-term vision for how the public school system will serve children from birth to 12th grade and beyond, in Long Beach.

The Vision for Long Beach Unified School District focuses on what we want to be true for our graduates. Implementing it will require a journey of creativity, learning, continuous improvement and collaboration. Having that shared destination will speed results by aligning actions and resources, and by inspiring relevant collaborations.

The Long Beach Unified School District's commitment to our students and their families remains stronger than ever. We continue to address the lasting impacts caused by the COVID-19 global pandemic, along with our nation's ongoing reckoning with issues of race and equity. Despite the difficult challenges of these times, we see the power of genuine collaboration, dialogue with those closest to the work, using data to inform, and leveraging student voice.

One continuing endeavor to listen, collect, and leverage student voice is the Superintendent's Student Advisory Committee, formally known as RSVP (Raising Student Voices & Participation), which, in its fourth year, comprises 35 high school juniors and seniors from across the district, who engage in candid and authentic discussions with the Superintendent, other adult stakeholders and one another, to generate ideas for improving structures and systems within our district.

LBUSD Student Outcomes are prioritized by, centering historically marginalized groups of students and monitoring the progress of all students.

Goal 1: Literate and Mathematically Prepared Students

Goal 2: Resilient and Mindful Students

Goal 3: College and Career Readiness Graduates

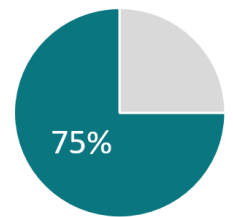
Goal 1: Literate & Mathematically Prepared Students

- LBUSD students will achieve at least one year of academic growth in literacy and math.
- Students achieving below grade level will demonstrate greater than one year of growth in literacy and math.
- Black student academic growth will increase for Black students, so the difference between Black and non-Black students' achievement is reduced to 0.

LITERACY OUTCOMES

Foundational Reading Skills Assessment (FRSA)

- 3 out of 4 students in grades K to 2 met or exceeded standards on FRSA
- Reflects increase over 2022-23
 - Kinder ↑ 12%
 - Grade 1 ↑ 3% overall; ↑ 12% **Exceeded** compared to the prior year
 - Grade 2 ↑ 2%
 - K-2 English Learners ↑ 8% overall - all in **Exceeded**



Met/Exceeded rates in FRSA for Grades K-2

i-Ready Placement in Reading

- Diagnostic 3 was taken **earlier** in 23-24: 70% of instructional weeks (at 100% in prior years)
 - Percent of Grade 1-8 students **On or Above** grade level is **comparable** to last year, even with **30% less instructional time**
 - 62% of 3rd Graders were On or Above grade level

i-Ready Growth in Reading

- Nearly 60% of students in grades 1-8 met a year of growth on i-Ready reading
- Just over 33% of students achieved accelerated growth targets
 - Grade 1: 51% the highest rate of students with accelerated growth
 - Grade 2: 47% & Grade 3: 40%
 - Between 28% -38% of students in Grades 4 to 8 met accelerated growth targets

SBAC ELA Achievement Levels

- Met/exceeded rates were up ↑ 2% to 50% overall
- Grade 8 led with ↑ 3%
- Met/Exceeded rates ↑ 5% for English Learners

Grade 3	48%	0
Grade 4	48%	+2%
Grade 5	51%	-1%
Grade 6	45%	+1%
Grade 7	52%	+2%
Grade 8	50%	+3%
Grade 11	53%	+1%

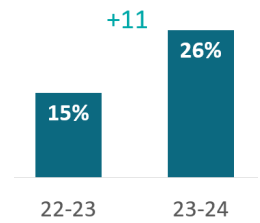
A-C rates - High School English Department Courses

- A - C rates for Grades 9-12 were 83% and 81% for Semesters 1 and 2
- A - C rates were at similar rates of 82% for Semester 1 and 80% for Semester 2

Below Grade Level Students

i-Ready Growth Reading

- 11% more students met growth targets on i-Ready at Diagnostic 3
- **Racial/ethnic gaps in achievement were eliminated** for these students who were “not met” the prior year
- 36% met accelerated growth targets for i-Ready D3



Rate of students who were “Not Met” in prior year SBAC but who met accelerated growth targets on i-Ready

SBAC ELA Achievement Levels for Not & Nearly Met students from the prior year

- 41% met accelerated growth on SBAC
- English Learners **↑ 2%** Met/Exceeded, compared to no change for “all other” students

Black/African American students

i-Ready Placement in Reading

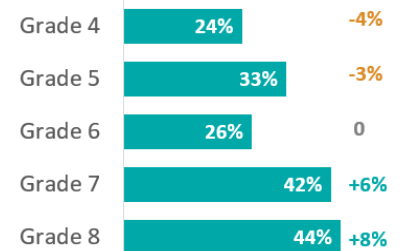
- Just over one-third of Black/AA students (35%) were On or Above at D3 as compared to nearly half of “all other” students
- Grade 8 **↑ 11%** On or Above grade level (↑ 4% for “all other” students)
 - Even though the assessment was given earlier in the school year, the percent of students 3 or more grade levels below was reduced **↓ 13%** compared to prior year
 - All other grades had similar placements as last year, even with the earlier timeline

SBAC ELA Achievement Levels

- **↑ 8%** Grade 8 Met/Exceeded rate (↑ 3% for “all other” students)
- All grade levels for Black/African American students were below a 40% met/exceeded rate, compared to “all other” students (at 50% M/E rate (except Gr 6 at 47%))

SBAC ELA Growth

- More students in Grades 7 & 8 met accelerated growth targets compared to the prior year
- Higher compared to “all other” students



Percent of Black/African American students with SBAC Accelerated Growth for Grades 4-8

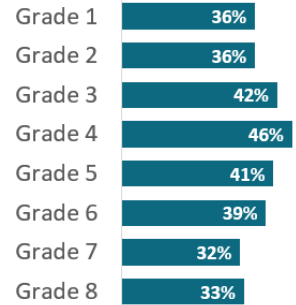
A-C rate - High School English Department Courses

- Black/AA students had a 2% lower ABC rate at S1 and S2 English courses as compared to “all other” students

MATHEMATICS OUTCOMES

i-Ready Placement in Math

- At 38% on or above grade level, we observed fewer students on or above grade level in Math than Reading in grades 1-8
- On/above grade level at Diagnostic 3 ranged from 32% for Grade 7 up to 46% for Grade 4



i-Ready Math On/Above Grade level rates at D3 for Grades 1-8

i-Ready Growth in Math

- 58% of students in grades 1-8 met a year of growth
- Approximately one-third of students on-track for accelerated growth targets
- Grade 1 had the highest rate of students meeting accelerated growth (45%), 10% higher than the next closest grades (Grade 3 and 8)
- ↑ **9%** English Learner students were on-track this year for accelerated growth targets

SBAC Math Achievement Levels

- Overall students increased Met/Exceeded rate on SBAC Math by 2%
- Grade 4 students ↑ **5%**, followed by Grade 8 with 4%. Grades 5 and 7 had 3% increases.
- English Learner students ↑ **4%** Met/Exceeded (2% for All Other)

A - C Rate - High School Math Department Courses

- Math A - C rates for Grades 9-12 were 74% and 72% for Semesters 1 and 2, which were the same rates observed in 2022-23.
- This is an increase from the 2021-22 Semester 2 rate of 69%

Below Grade Level Students

i-Ready Growth in Math

- For students who were “Not Met” on SBAC Math the prior year, half of students met a year of growth
- 22% met accelerated growth targets at Diagnostic 3
 - ↑ **10%** compared to 2022-23
 - On-track rates for meeting growth targets at the mid-year were higher; more study is needed to understand why fewer students met the Diagnostic 3 growth target
- Another lens to explore below grade level student growth is to analyze the group of students who were 1 or more grade levels below at Diagnostic 1 on i-Ready
 - The percentage of below grade level students meeting Accelerated Growth targets on i-Ready at D3 was 32% overall for Grades 1-8, ↑ **8%** compared to 2022-23
 - Grade 6 ↑ **10%** students met accelerated growth targets compared to 2022-23
 - Grade 8 ↑ **19%** students met accelerated growth targets compared to 2022-23
 - English Learners: ↑ **9%** students met accelerated growth targets

Grade 1	45%	+6%
Grade 2	32%	+6%
Grade 3	36%	+8%
Grade 4	28%	+8%
Grade 5	25%	+5%
Grade 6	26%	+10%
Grade 7	26%	+7%
Grade 8	35%	+19%

i-Ready Math rates of Accelerated Growth at D3 for Grades 1-8 and change from prior year

SBAC Growth in Math for students Not/Nearly Met the prior year

- 1/3 of students made accelerated growth targets
- This reflects a 1% increase from 22-23

Black/African American students

i-Ready Math Placement & Growth

- 24% of Black/African American students were on/above grade level at D3, down slightly from 27% at D3 in 2022-23, and as compared to 40% of “all other” students in 2023-24 (44%) in 22-23
- For rates of accelerated growth, 28% of Black/African American students were on-track to meet accelerated growth at Diagnostic 3, ↑ **8%** from the prior year

SBAC Math Achievement & Growth

- Overall Met/Exceeded rates increased nearly 2% (18.5% -> 20.2%)
- Most grade levels increased 1-2% but **Grade 3 increased** ↑ **5%** overall Met/Exceeded rates as compared to 1% for “all other” students
- **Grade 7 & 8 increased** ↑ **5%** meeting Accelerated Growth targets

A - C Rate - High School Math Department Courses

- Black/African American students: 68% A-C rate for Math courses in Grades 9-12.
- 6% fewer ABCs in Semesters 1 and 2 than “all other” students

Goal 2: Resilient & Mindful Students

- LBUSD students' sense of personal identity, belonging and agency will be monitored for changes over time and for differences between student groups and schools.
- Black LBUSD students' sense of personal identity, belonging and agency will be equal to or greater than non-Black students.

During the 2023-2024 academic year, students in grades 4-12 were given the opportunity to participate in the Wellness Pulse Survey in the fall, winter, and spring, marking the second complete year of implementation of this wellness assessment. The questions align to California's Transformative Social Emotional Learning (TSEL) framework that underscores the need to "integrate an explicit equity and social justice lens" into SEL to disrupt "the reproduction of inequitable educational environments by attending to issues of **identity, agency, and belonging**, and related issues such as power, privilege, discrimination, social justice, empowerment, and self-determination" (Jagers, Rivas-drake, and Williams, 2019).

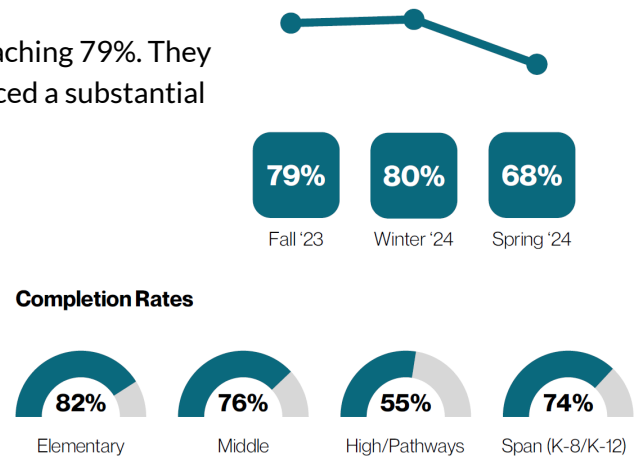
Therefore, personal identity, agency, and belonging hold immense importance as social markers for student wellness and personal well-being. Schools play a crucial role in cultivating mentally and physically resilient students who learn to value their distinct identities while embracing diversity, and advocating for their needs, all while experiencing confidence and perseverance in their pursuits.

We aim to foster resilience and mindfulness in our students, equipping them with the emotional and social skills necessary to navigate challenges and thrive in all areas of life. Our strategies include:

- **Social-Emotional Learning (SEL) Programs:** Integrating SEL into the daily curriculum to teach students skills such as self-awareness, self-management, social awareness, relationship building, and responsible decision-making.
- **Mental Health Support:** Expanding access to school counselors, psychologists, and social workers to provide individual and group support, addressing mental health needs promptly and effectively.
- **Mindfulness Practices:** Introducing mindfulness practices and stress management techniques within the school environment to help students build resilience and focus.

COMPLETION RATES

- Completion rates were fairly high during the fall, reaching 79%. They slightly improved to 80% in the winter but experienced a substantial decline to 68% in the spring.
- Completion rates by level and range (low to high):
 - Elementary: 82% (0% ⇔ 99%)
 - Middle: 76% (59% ⇔ 93%)
 - High/Pathways: 55% (9% ⇔ 92%)
 - Span (K-8/K-12): 74% (51% ⇔ 93%)



SPRING 2024 PULSE SURVEY RESULTS

Elementary (4-5)

- Student perceptions modestly grew from one year ago in Spring 2023
 - Identity: 82% favorable ↑ 2%
 - Agency: 80% favorable ↑ 1%
 - Belonging: 79% favorable ↑ 2%

Secondary (6-12)

- Student perceptions modestly grew from one year ago in Spring 2023
 - Identity: 83% favorable ↑ 1%
 - Agency: 81% favorable ↑ 1%
 - Belonging: 74% favorable ↑ 1%

KEY TAKEAWAYS

Elementary (4-5)

- When compared to all elementary students (4-5), Black students had slightly lower favorable perception rates:
 - Identity: 80%
 - Agency: 76%
 - Belonging: 72%

ELEMENTARY (Gr 4-5)							
Group	Group size	Identity		Agency		Belonging	
All	7,668	82%		80%		79%	
Grade level							
African American	856	80%	-2%	76%	-4%	72%	-7%
Asian	486	81%	1%	78%	2%	80%	1%
Filipino	205	88%	6%	83%	3%	80%	1%
Hispanic/Latino	4,628	81%	-1%	80%	0%	78%	-1%
Pacific Islander	51	81%	-1%	79%	-1%	79%	0%
Two or More Races	495	86%	4%	83%	3%	83%	4%
White	932	86%	4%	82%	2%	83%	4%

- Compared to elementary-level Black students, the gaps between favorable perceptions appear to be smaller for secondary-level Black students.
- Elementary students showed the highest increase in favorable responses to the question about the ease of making friends at school, with 5% growth from Spring 2023.

▲ 5%
 “How easy is it to make friends at school?”

Secondary (6-12)

- For secondary students, as grade level increases, generally so does students’ sense of agency, belonging and identity.
- There is a noteworthy exception with the trend described above specifically for sense of belonging in grades 6-8:
 - Decreases by 2% in grades 7 and 8.

		Identity		Agency		Belonging	
Group	Group size						
All	21,945	83%		81%		74%	
Grade level							
6	3,838	80%	-3%	78%	-3%	74%	0%
7	3,681	82%	-1%	79%	-2%	72%	-2%
8	3,314	82%	-1%	80%	-1%	72%	-2%
9	3,286	84%	1%	81%	0%	74%	0%
10	3,303	84%	1%	82%	1%	75%	1%
11	2,870	86%	3%	83%	2%	75%	1%
12	1,653	89%	6%	87%	6%	80%	6%

- When compared to the overall percentage of positive responses from secondary students (6-12), Black students displayed slightly less favorable perceptions for sense of agency and belonging, but are on par with the overall for identity:
 - Identity: 83%
 - Agency: 79%
 - Belonging: 71%

		SECONDARY (Gr 6-12)					
		Identity		Agency		Belonging	
Group	Group size						
All	21,945	83%		81%		74%	
Grade level							
African American	2,433	83%	0%	79%	-2%	71%	-3%
Asian	1,577	87%	4%	82%	1%	74%	0%
Filipino	749	88%	5%	83%	2%	78%	4%
Hispanic/Latino	12,926	81%	-2%	80%	-1%	73%	-1%
Pacific Islander	224	88%	5%	85%	4%	79%	5%
Two or More Races	1,316	86%	3%	81%	0%	76%	2%
White	2,689	86%	3%	81%	0%	78%	4%

- The percentage of favorable responses regarding a sense of belonging among secondary students increased by 2% from Spring 2023. This growth was observed across almost all questions, suggesting that the sense of connectedness and trust, which are crucial for building relationships, is moving in a positive direction.

Goal 3: College & Career Ready Graduates

For the 2023-2024 school year, the Superintendent's goals transitioned to align with the California Dashboard College & Career Indicators, which include:

- A-G completion
- College course completion
- Advanced Placement (AP) tests passed
- Career technical education (CTE) course-sequence completion
- SBAC proficiency
- Work-based Learning experiences

As part of the Strategic Plan for Vision 2035, Strategy 5 focuses on Equitable Access to High-Quality Learning Experiences. A goal of the strategy is to disrupt the equity gaps that stemmed from master scheduling practices at our high schools. During the 2023-2024 school year, school and district leaders deepened their understanding of how this work impacts students outcomes for college and career readiness. A series of professional development sessions for school leaders were conducted to provide a clear understanding of the shift in our goals and priorities, and how that will change practices at the site-level and new expectations were set for schools' development of their master schedules.

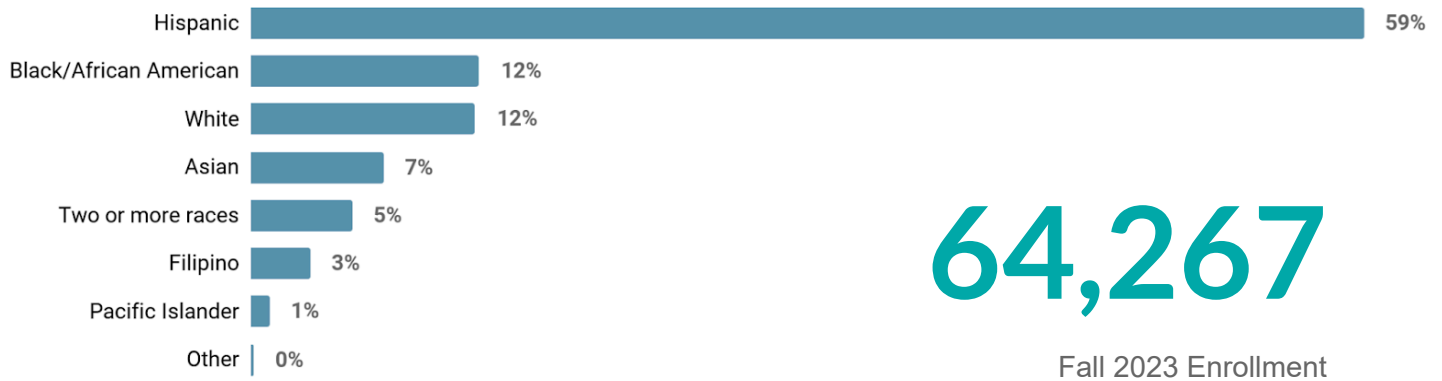
Highlights

Over the course of the year, through collaborative discussions across various departments and professional development with school leaders,

- Building Master schedules to align with district goals
- Offering CTE course sequences that align with the highest standards for Linked Learning, as well as requirements for state and federal accountability and reporting
- Streamlining the Dual enrollment (College Course Credits) process for students, including plans to embed Dual Enrollment courses within the master schedule, with collaboration with Long Beach City College
- Simplifying reporting for Work-based learning
- Redefining how we track students for meeting College & Career Readiness requirements, including the A-G requirement.

Data for College & Career Readiness for the Class of 2024 will be available in August

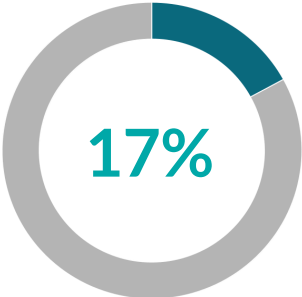
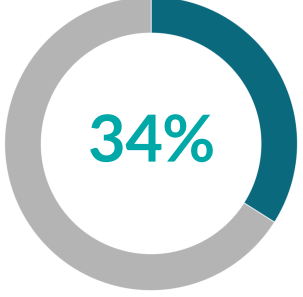
LBUSD Snapshot 2023-24



64,267

Fall 2023 Enrollment

Hispanic/ Latinx	Black/ African American	White	Asian	Two or more races	Filipino	Pacific Islander
59%	12%	12%	7%	5%	3%	1%
37,997	7,810	7,676	4,533	3,466	2,037	647

<p>61% 39,347</p> <p>Socioeconomically Disadvantaged</p>	<p>14% 8,858</p> <p>Students with Disabilities</p>	<p>7% 4,248</p> <p>Students experiencing homelessness</p>
 <p>17%</p> <p>10,745 English Learners</p>	<p>More than 50 different languages are spoken at home</p> <p>Top 5 languages include: Spanish, Khmer, Tagalog, Vietnamese & Arabic</p>	 <p>34%</p> <p>21,897 Students speak a language other than English at home</p>

Student Progress Monitoring Measures & Timeline													
Measure		Grade	1	2	3	Assessment/Data collection windows						Leading Indicator	Lagging Indicator
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
English Language Arts			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
Foundational Reading Skills Assessment	On-track & Proficiency Early Literacy	TK-2				1 			2 			3 	
i-Ready Diagnostic	Grade-level Placement & Growth Reading	1-8	1 			2 			3 				
SBAC State Assessment	Achievement & Growth in ELA	3-8 & 11									1 	Data Avail. June	
Semester Grades	C or higher in ELA Courses	9-12					1 					2 	
Mathematics			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
i-Ready Diagnostic	Grade-level Placement & Growth Math	1-8	1 			2 			3 				
SBAC State Assessment	Achievement & Growth Math	3-8 & 11									1 	Data Avail. June	
Semester Grades	C or higher in Math Courses	9-12					1 					2 	
Student Wellness & Culture/Climate			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
Pulse Survey	Student Wellness Student Identity, Agency, Belonging	4-12	1 				2 					3 	
CORE Survey	Culture/Climate & SEL	4-12						1 					
High School A-G On-Track			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
On-track for meeting A-G requirements	On-track status for college-pre courses	9-12					1 					2 *	

Goal 1: Grades K-5		All Students (K-5)					By Grade 23-24							African American/Black				Gap (vs All Other)			English Learner			
Measure Category	Metric	21-22	22-23	23-24	Trend	1-yr Chg	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	x Grade	22-23	23-24	Trend	1-yr Chg	22-23	CY Gap	AA Gap Chg	22-23	23-24	Trend	1-yr Chg
Foundational Reading Skills Assessment (FRSA)	% Proficient Found. Reading	61%	69%	75%		6%								62%	68%		6%	8%	8%	0%	53%	61%		8%
i-Ready Diagnostic assessment	% Met Growth Reading	53%	63%	63%		0%	-	68%	66%	63%	61%	59%		58%	59%		1%	6%	5%	-1%	58%	60%		2%
i-Ready Diagnostic assessment for Students Below Grade Level	BGL % Met Accelerated Growth Reading	23%	32%	39%		7%	-	48%	44%	37%	37%	33%		27%	35%		8%	5%	5%	0%	24%	32%		8%
SBAC State Assessment	% Met Exceeded ELA	48%	48%	49%		1%	-	-	-	48%	48%	51%		33%	33%		0%	17%	18%	1%	10%	15%		5%
i-Ready Diagnostic assessment	% Met Growth Math	50%	58%	59%		1%	-	64%	57%	61%	56%	56%		52%	55%		3%	7%	4%	-3%	56%	58%		2%
i-Ready Diagnostic assessment for Students Below Grade Level	BGL % Met Accelerated Growth Math	20%	27%	33%		6%	-	45%	32%	36%	28%	25%		22%	28%		6%	6%	6%	0%	23%	31%		8%
SBAC State Assessment	% Met Exceeded Math	38%	41%	44%		3%	-	-	-	49%	46%	38%		24%	26%		2%	19%	20%	1%	12%	18%		6%

Goal 1: Grades 6-8		All Students (Gr 6-8)					By Grade 23-24				African American/Black				Gap (vs All Other)			English Learner			
Measure Category	Metric	21-22	22-23	23-24	Trend	1-yr Chg	Gr 6	Gr 7	Gr 8	By Grade	22-23	23-24	Trend	1-yr Chg	22-23	CY Gap	AA Gap Chg	22-23	23-24	Trend	1-yr Chg
i-Ready Diagnostic assessment	% Met Growth Reading	45%	49%	54%		5%	53%	52%	56%		47%	53%		6%	2%	1%	-1%	42%	51%		9%
i-Ready Diagnostic assessment for Students Below Grade Level	BGL % Met Accelerated Growth Reading	15%	18%	30%		12%	29%	28%	32%		18%	30%		12%	0%	0%	0%	14%	24%		10%
SBAC State Assessment	% Met Exceeded ELA	48%	47%	49%		2%	45%	52%	50%		32%	35%		3%	16%	16%	0%	4%	8%		4%
Semester Grades	% C or higher ELA courses	79%	76%	75%		-1%	78%	73%	75%		71%	71%		0%	6%	5%	-1%	61%	57%		-4%
i-Ready Diagnostic assessment	% Met Growth Math	48%	48%	55%		7%	54%	51%	61%		44%	53%		9%	5%	3%	-2%	42%	51%		9%
i-Ready Diagnostic assessment for Students Below Grade Level	BGL % Met Accelerated Growth Math	16%	17%	29%		12%	26%	26%	35%		16%	27%		11%	1%	2%	1%	14%	26%		12%
SBAC State Assessment	% Met Exceeded Math	31%	31%	33%		2%	33%	35%	32%		16%	17%		1%	18%	18%	0%	2%	4%		2%
Semester Grades	% C or higher Math courses	76%	73%	73%		0%	78%	70%	71%		66%	65%		-1%	8%	9%	1%	60%	62%		2%

Goals 1 & 3: Grades 9-12		All Students (Gr 9-12)					By Grade 23-24					African American/Black				Gap (vs All Other)			English Learner			
Measure Category	Metric	21-22	22-23	23-24	Trend	1-yr Chg	Gr 9	Gr 10	Gr 11	Gr 12	By Grade	22-23	23-24	Trend	1-yr Chg	22-23	23-24	AA Gap Chg	22-23	23-24	Trend	1-yr Chg
SBAC State Assessment	% Met Exceeded ELA	50%	52%	53%		1%			53%			33%	34%		1%	17%	17%	0%	14%	19%		5%
	% Met Exceeded Math	22%	26%	24%		-2%			24%			19%	20%		2%	19%	18%	0%	10%	14%		4%
Semester Grades	ELA	76%	79%	80%		1%	78%	76%	80%	86%		74%	75%		1%	3%	4%	1%	54%	57%		3%
	Math	68%	71%	72%		0%	71%	69%	73%	76%		61%	62%		1%	8%	8%	0%	53%	54%		1%
On-track for meeting A-G req.	On-track for completing A-G requirements*	51%	54%	54%		0%	62%	50%	46%	55%		45%	46%		1%	9%	10%	1%	17%	18%		0%
Cohort Graduation Rate	Students in the 23-24 graduation cohort who graduated in 4 -years	Data not available until early August																				
A-G Rate	Of students who graduated in 2023-24, the percent that met A-G requirements.																					
CTE Completion Rate	Of students who graduated in 2023-24, the percent that met CTE requirements.																					
Dual Enrollment/College Course Completion Rate	Of students who graduated in 2023-24, the percent that successfully completed at least 2 semesters of college course credits																					

*Note: For A-G on-track, does not include summer school enrollment data. Update available mid-August.

Goal 2: Elementary (Gr 4-5)		All Students (Gr 4-5)				By Grade 23-24			African American/Black				Gap (vs All Other)			English Learner			
Measure Category	Metric	22-23	23-24	Trend	1-yr Chg	Gr 4	Gr 5	By Grade	22-23	23-24	Trend	1-yr Chg	22-23	CY Gap	AA Gap Chg	22-23	23-24	Trend	1-yr Chg
Spring Pulse Survey	Identity % Favorable	80%	82%		2%	81%	82%		79%	80%		1%	2%	2%	0%	77%	78%		1%
	Agency % Favorable	79%	80%		1%	80%	81%		77%	76%		-1%	5%	2%	-3%	81%	81%		0%
	Belonging % Favorable	77%	79%		2%	77%	80%		72%	72%		0%	7%	6%	-1%	78%	78%		0%
CORE Survey	Culture/Climate % Favorable	72%	71%		-1%	72%	74%		71%	70%		-1%	4%	3%	-1%	73%	73%		0%
	Social-Emotional Learning % Favorable	72%	71%		-1%	71%	71%		68%	67%		-1%	5%	4%	-1%	67%	66%		-1%

% Favorable: The percent of respondents who selected positive answer choices across all questions in that topic.

Goal 2: Secondary (Gr 6-8)		All Students (Gr 6-8)				By Grade 23-24				African American/Black				Gap (vs All Other)			English Learner			
Measure Category	Metric	22-23	23-24	Trend	1-yr Chg	Gr 6	Gr 7	Gr 8	By Grade	22-23	23-24	Trend	1-yr Chg	22-23	CY Gap	AA Gap Chg	22-23	23-24	Trend	1-yr Chg
Spring Pulse Survey	Identity % Favorable	79%	81%		2%	80%	81%	82%		79%	80%		1%	1%	0%	-1%	74%	75%		1%
	Agency % Favorable	77%	79%		2%	78%	79%	79%		79%	80%		1%	1%	1%	0%	77%	79%		2%
	Belonging % Favorable	70%	73%		3%	74%	72%	72%		70%	71%		1%	4%	3%	-1%	69%	72%		3%
CORE Survey	Culture/Climate % Favorable	57%	55%		-2%	58%	54%	53%		53%	50%		-3%	6%	4%	-2%	55%	54%		-1%
	Social-Emotional Learning % Favorable	66%	64%		-2%	67%	63%	64%		64%	61%		-3%	4%	3%	-1%	57%	57%		0%

% Favorable: The percent of respondents who selected positive answer choices across all questions in that topic.

Goal 2: Secondary (Gr 9-12)		All Students (Gr 9-12)				By Grade 23-24					African American/Black				Gap (vs All Other)			English Learner			
Measure Category	Metric	22-23	23-24	Trend	1-yr Chg	Gr 9	Gr 10	Gr 11	Gr 12	By Grade	22-23	23-24	Trend	1-yr Chg	22-23	CY Gap	AA Gap Chg	22-23	23-24	Trend	1-yr Chg
Spring Pulse Survey	Identity % Favorable	85%	85%		0%	83%	84%	86%	88%		86%	85%		-1%	0%	-2%	-2%	77%	76%		-1%
	Agency % Favorable	85%	84%		-1%	82%	84%	84%	87%		83%	81%		-2%	1%	0%	-1%	79%	80%		1%
	Belonging % Favorable	74%	75%		1%	74%	75%	75%	79%		73%	73%		0%	3%	2%	-1%	68%	71%		3%
CORE Survey	Culture/Climate % Favorable	56%	54%		-2%	56%	55%	57%	58%		52%	50%		-2%	4%	5%	1%	52%	50%		-2%
	Social-Emotional Learning % Favorable	69%	66%		-3%	63%	65%	66%	69%		69%	65%		-4%	1%	0%	-1%	59%	54%		-5%

% Favorable: The percent of respondents who selected positive answer choices across all questions in that topic.