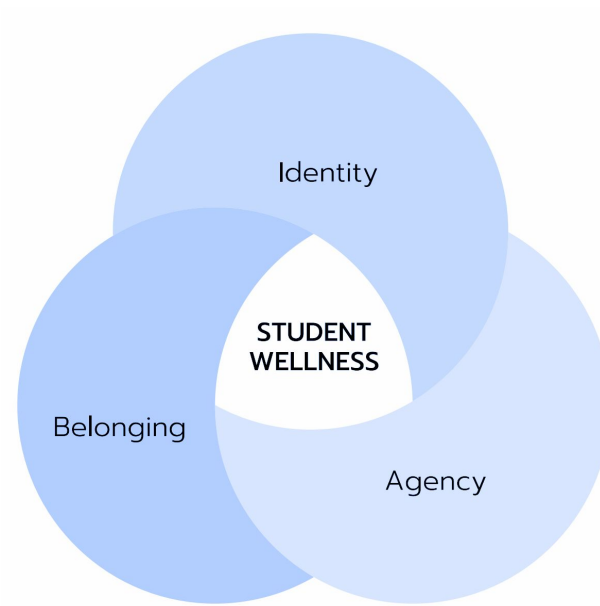# Student Wellness Pulse Survey
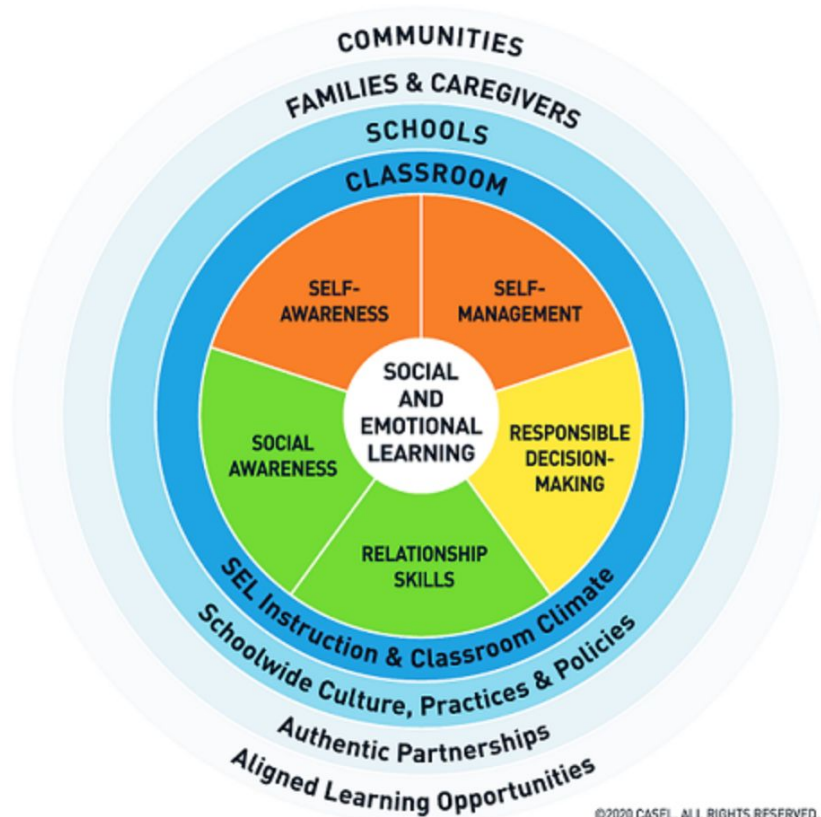

Fall 2022 Survey Results

SEL is...

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

CASEL

What is Social Emotional Learning?

COMMUNITIES
FAMILIES & CAREGIVERS
SCHOOLS
CLASSROOM

SELF-AWARENESS
SELF-MANAGEMENT
SOCIAL AND EMOTIONAL LEARNING
SOCIAL AWARENESS
RESPONSIBLE DECISION-MAKING
RELATIONSHIP SKILLS

SEL Instruction & Classroom Climate
Schoolwide Culture, Practices & Policies
Authentic Partnerships
Aligned Learning Opportunities

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Embracing Excellence & Equity

BENEFITS OF SEL...

The benefits of SEL are well-researched:

SEL leads to **improved academic outcomes** and behaviors

SEL benefits are **long-term** and global

SEL is a **wise financial investment**

Social and emotional skills **help improve lifetime outcomes**

CASEL

Science Links SEL to Student Gains:
Landmark study documented multiple benefits of SEL

2011 meta-analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12 revealed:

Science Links SEL to Student Gains:

- ✔ Social-emotional skills
- ✔ Improved attitudes about self, others, and school
- ✔ Positive classroom behavior
- ✔ 11 percentile-point gain on standardized achievement tests

Reduced Risksfor Failure:

- Conduct problems
- Emotional distress

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011) The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development: 82 (1), 405-432.

Statistically significant associations exist between measured **social-emotional skills in kindergarten and young adult outcomes** across multiple domains:

Kindergartners who were stronger in SEL competence were more likely to:

✔ graduate from high school
✔ complete a college degree
✔ obtain stable employment in young adulthood

And less likely to be:

x living in public housing

x receiving public assistance

x involved with police

x in a detention facility

Source: *Damon E. Jones, Mark Greenberg, and Max Crowley. Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. American Journal of Public Health: November 2015, Vol. 105, No. 11, pp. 2283-2290.*

LBUSD Pulse Survey Overview

Goal 2: LBUSD students' sense of personal identity, belonging and agency will increase.

Goal 4: LBUSD students will experience quality core instructional practices and aligned school supports.

The survey was jointly developed by the Offices of Research and School Improvement, School Support Services, and Curriculum, Instruction and Professional Development.

We would also like to acknowledge and thank our consulting partners at Panorama Education, CORE, Hanover Research, and the Superintendent's Student Advisory Committee for their support.

LBUSD Pulse Survey Deployment

- Administered on September 27th in Grades 4-12

- Administered during a designated class/period
  - Student completed independently
  - Approximately 5-10 minutes
  - Principals monitored participation throughout the day

- Teachers were provided proctor guides to administer
  - Explain purpose and benefits, confidentiality, and optional questions
  - Scripts in English and Spanish
  - Accessibility guidance

- Surveys accessed online through secure link from Panorama Education

Embracing Excellence & Equity

Student Voice Representation

- 74% completion in Grades 4-12
  - 34,216 total surveys
  - 60% of our elementary schools, middle/K-8, and high school pathways exceeded 80% completion
- Increase of ▲18% completion from the Spring 2022 Pulse Survey (6-12)

Elementary School Summary

| Topic Description	Results
Agency Student agency gives students voice and a platform, and a choice in how they learn. Student agency is ownership and, it is an active process of engagement and empowerment over your learning. It reflects hope and self-direction.	**79%**
Belonging The need to be accepted and valued by others without expectations of conformity. Belonging suggests the sense of connectedness and trust needed to engage in co-constructing an equitable, thriving local community and vibrant civil society. It enhances self-worth.	**76%**
Identity Students have a strong sense of self with regard to age, gender, religious or spiritual affiliation, sexual orientation, race, ethnicity, and socioeconomic status and are proud of who they are and who they are becoming. It suggests self-reflection and self-respect.	**80%**

7,632 responses

MS & K8

Middle School Summary

Topic Description	Results
Agency Student agency gives students voice and a platform, and a choice in how they learn. Student agency is ownership and, it is an active process of engagement and empowerment over your learning. It reflects hope and self-direction.	**77%** ▲1 since last survey
Belonging The need to be accepted and valued by others without expectations of conformity. Belonging suggests the sense of connectedness and trust needed to engage in co-constructing an equitable, thriving local community and vibrant civil society. It enhances self-worth.	**72%** ▲2 since last survey
Identity Students have a strong sense of self with regard to age, gender, religious or spiritual affiliation, sexual orientation, race, ethnicity, and socioeconomic status and are proud of who they are and who they are becoming. It suggests self-reflection and self-respect.	**80%**

9,432 responses

High School Summary

Topic Description	Results
Agency Student agency gives students voice and a platform, and a choice in how they learn. Student agency is ownership and, it is an active process of engagement and empowerment over your learning. It reflects hope and self-direction.	**81%** ▲1 since last survey
Belonging The need to be accepted and valued by others without expectations of conformity. Belonging suggests the sense of connectedness and trust needed to engage in co-constructing an equitable, thriving local community and vibrant civil society. It enhances self-worth.	**73%** ▲3 since last survey
Identity Students have a strong sense of self with regard to age, gender, religious or spiritual affiliation, sexual orientation, race, ethnicity, and socioeconomic status and are proud of who they are and who they are becoming. It suggests self-reflection and self-respect.	**83%**

14,355 responses

HIGH SCHOOL
OFFICE
LONG BEACH UNIFIED SCHOOL DISTRICT

Using Data to Inform School & Classroom Practices
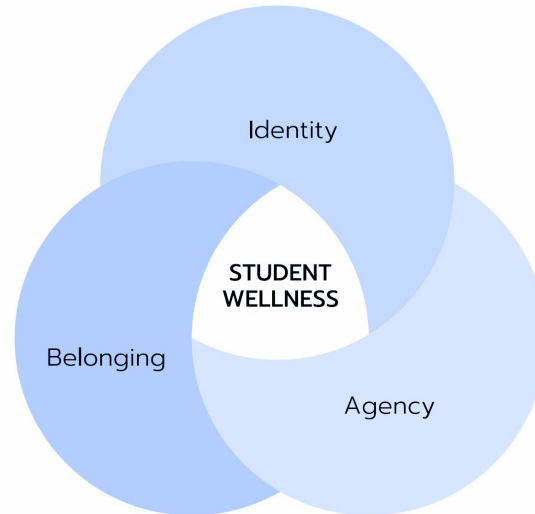
How is progress monitored?

Elementary Schools (47)

Middle Schools (15)
K-8 Schools (6)

High Schools (14)

All Classrooms

Goal 2: LBUSD students' sense of personal identity, belonging and agency will increase.
Goal 4: LBUSD students will experience quality core instructional practices and aligned school supports.

Embracing Excellence & Equity

Listening and Learning Session, Browning High
October 21, 2022

Ten African-American students participated in a student focus group, where they shared their strengths and talents, and described the school culture, experiences and programs at Browning High.

LONG BEACH
UNIFIED SCHOOL DISTRICT
Excellence & Equity

Inclusion, Representation & Sense of Belonging

Student Perspectives at Browning

How would you describe the school culture and environment at Browning High?

"In this school, we are more comfortable to talk about what is going on because we know everybody. It's not like you don't have anywhere to go because there are always people around."

"Even if you're scared to learn, you're not scared to be here."

How would you describe the school culture and environment at Browning High?

"Our school has a lot of things that are really unique. The teachers don't only want you in class, they want you to enjoy what you are doing, while you are doing it….Friendships are important in our school... Our class of 2025-2026, we are a friend group…So your class is your friends."

Embracing Excellence & Equity

What resources are available to support you?

Students described healthy relationships with staff and a strong holistic support system at Browning High. Specific programs mentioned included the Math Collaborative and Saturday Enrichment Program.

"I feel like we at our school, we have a good academic mental health balance, as well. We have Mr. Williams, our SSI coordinator, and he is always trying to get us to bring up our grades and be the best we can be. And we have Ms. Walker; she is our emotional support. I think you need both when you are in school."

Embracing Excellence & Equity

What resources are available to support you?

"When I first got to Browning, my support system was Mr. Williams. He was the first person I met during my freshman year and he stayed on top of me - like, he was really there for me. Also Ms. Walker, she was like a second mom. She stayed on top of me as well, which I loved. In middle school, I had teachers there for me, but they didn't really stay on top of me like the others…so [at Browning] it's like a deeper experience. Having that family around you, those type of "parents." It was good."

"The Hangout" (Browning Wellness Center)

Students described "The Hangout" as a safe and welcoming place, where they can relax, socialize, learn, eat good food and have fun.

"It has a good vibe; very chill…Where you can breathe and just calm down."

"If you need food, she will provide it for you… like oatmeal. You can play games…"

"It's a safe place."

"When you are stressed out, you can go to the Hangout and talk to Ms. Jaramillo (social worker), calm down, then go back to class."

Culture is Important at Browning High

"Freshman year, there was the Fall Festival and the Polynesian Festival…those two festivals were an amazing experience. For the Polynesian Festival, it was like culture, like people came out and danced … a fun environment for people to stay in. I actually made new friends at the Fall Festival and the Polynesian Festival… it was a good experience and good food, too."

Embracing Excellence & Equity

Culture is Important at Browning High

"Last year, we celebrated Black culture with Black History Month. When I was doing announcements, I would make it a point to share a Black fact most people didn't know about. For example, we learned about Langston Hughes and other African Americans, which we weren't taught in history class. History may have mentioned them, but didn't go in-depth and what changes they made. I made it a point to make it known what changes they made...I shared a fun fact on how they made a difference and how they changed our culture."

Embracing Excellence & Equity

JEFFERSON
Leadership Academy

Responding to the Pulse Survey

LONG BEACH
UNIFIED SCHOOL DISTRICT
Excellence & Equity

How it started VS. Where we are now
Backward Planning Approach

GOAL: improve school culture & climate

- **CORE Survey → SEL**

- **Developed a team (Collaborative Leadership Team)**

- **PDs: Culture & Climate → Engagement**

- **PULSE Survey → SEL → Focus: AA Students**

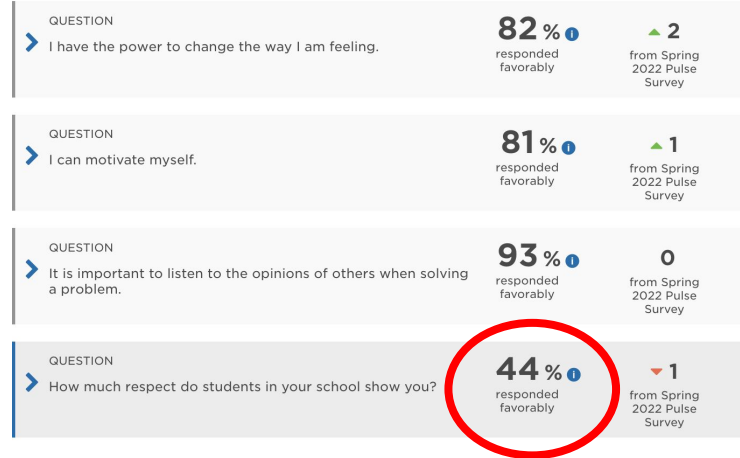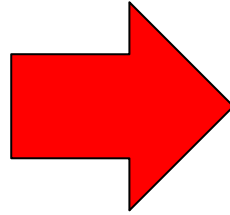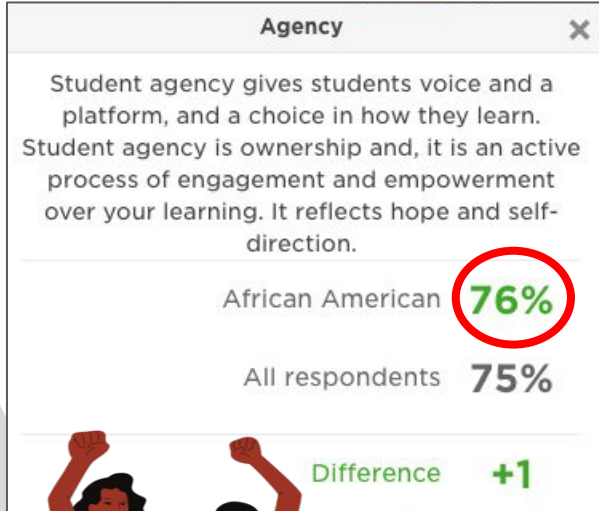- **Focus on Black Student Achievement**

Embracing Excellence & Equity

Sense of Belonging for AA Students

Belonging

The need to be accepted and valued by others without expectations of conformity. Belonging suggests the sense of connectedness and trust needed to engage in co-constructing an equitable, thriving local community and vibrant civil society. It enhances self-worth.

African American	**69%**
All respondents	68%
Difference	+1
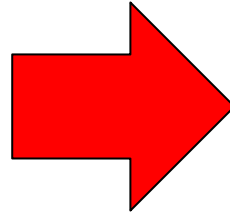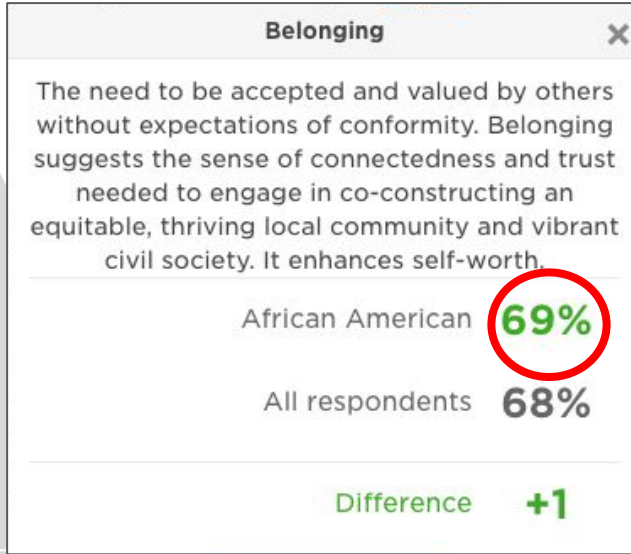
QUESTION
I feel close to people at this school.
78 % responded favorably
▼ 2 from Spring 2022 Pulse Survey

QUESTION
I am happy to be part of this school.
68 % responded favorably
▲ 4 from Spring 2022 Pulse Survey

QUESTION
How easy is it to make friends at school?
70 % responded favorably
▼ 3 from Spring 2022 Pulse Survey

QUESTION
How likely are you to attend school activities (like clubs, concerts, sporting events, and shows)?
71 % responded favorably
0 from Spring 2022 Pulse Survey

QUESTION
During the past 30 days, how well did you get along with students who are different from you?
59 % responded favorably
▼ 1 from Spring 2022 Pulse Survey

QUESTION
During the past 30 days, how safe have you felt at school?
77 % responded favorably
▲ 2 from Spring 2022 Pulse Survey

Embracing Excellence & Equity

Sense of Agency for AA Students

Agency

Student agency gives students voice and a platform, and a choice in how they learn. Student agency is ownership and, it is an active process of engagement and empowerment over your learning. It reflects hope and self-direction.

| African American | **76%** |
| All respondents | 75% |

Difference **+1**

QUESTION
I have the power to change the way I am feeling.
82 % responded favorably
▲ 2 from Spring 2022 Pulse Survey

QUESTION
I can motivate myself.
81 % responded favorably
▲ 1 from Spring 2022 Pulse Survey

QUESTION
It is important to listen to the opinions of others when solving a problem.
93 % responded favorably
0 from Spring 2022 Pulse Survey

QUESTION
How much respect do students in your school show you?
44 % responded favorably
▼ 1 from Spring 2022 Pulse Survey

Embracing Excellence & Equity

Sense of Identity for AA Students

Identity

Students have a strong sense of self with regard to age, gender, religious or spiritual affiliation, sexual orientation, race, ethnicity, and socioeconomic status and are proud of who they are and who they are becoming. It suggests self-reflection and self-respect.

African American	**75%**
All respondents	**76%**
Difference	**-1**
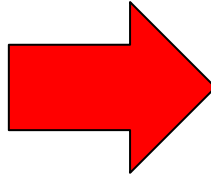
QUESTION
I think about the different parts of my identity (e.g., race/ethnicity, gender) and how they shape who I am.
68 % responded favorably

QUESTION
I understand that a person's background can affect their values, beliefs, and what they think is important.
89 % responded favorably

QUESTION
I try to see strengths in others who think differently from me.
70 % responded favorably ▼ **4** from Spring 2022 Pulse Survey

QUESTION
How proud are you of who you are?
74 % responded favorably ▼ **3** from Spring 2022 Pulse Survey

Embracing Excellence & Equity
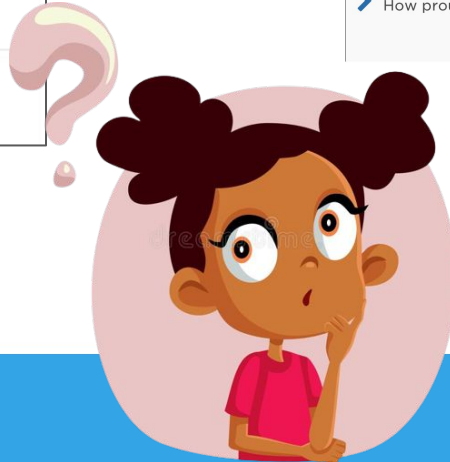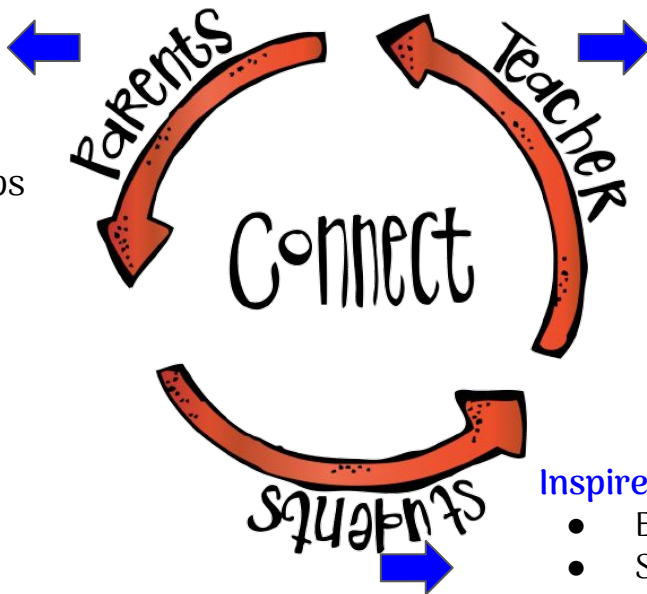
JLA's Focus on Black Student Achievement

To build a healthy heart, mind, body, and spirit for every student, every day.

Rebuilding Community:
- Parent Voice
- Parent Workshops
- Building Relationships among parents, teachers, and administration

Parents

Teacher

Connect

Students

Professional Development:
- Building Relationships
- Student Engagement
- Tiered Interventions

Inspire:
- Empowerment
- Student Voice
- Accountability
- Sense of self

Embracing Excellence & Equity