

Berkeley Unified School District: Excellence, Equity, Engagement and Enrichment

Enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

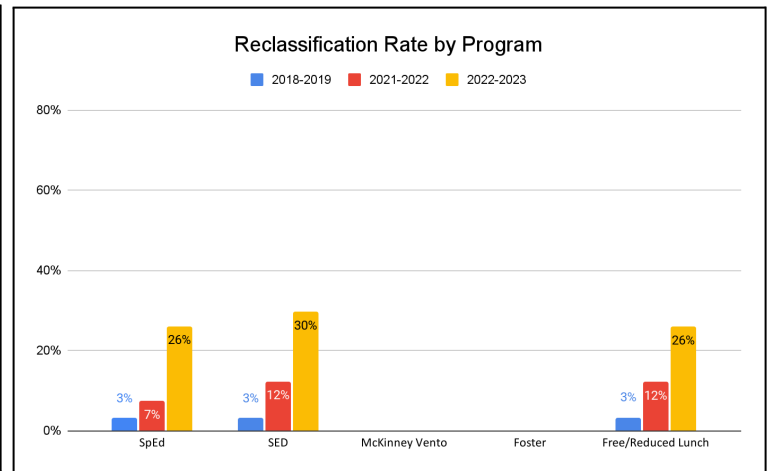
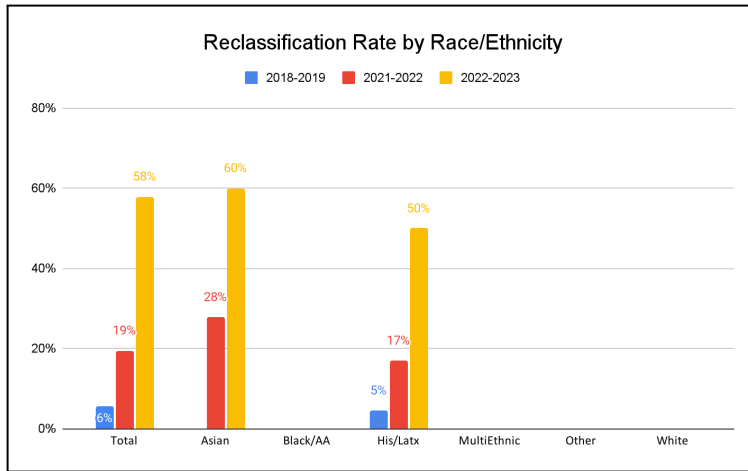
This newsletter is intended to share various data points for our school. Please note some of the specific details below:

- Whenever a subgroup represents less than 10 students the data is not reported. This is to protect student confidentiality
- Most charts have a vertical percentage scale of 0-100%. The exceptions are Chronic Absenteeism and Reclassification.
- Suspension data shows the number of incidents that resulted in suspensions, not the percentage of students who were suspended.
- The SBA data (Smarter Balanced Assessment) for ELA (English Language Arts) and Math is included for school years 2018-19, 2021-22 and 2022-23 as testing was suspended during the pandemic.
- There are two years of data for STAR Reading and Math which were reimplemented following the pandemic.
- In the enrollment chart below, the number in parentheses represents the number of students in each subgroup for 2022-23.

DEMOGRAPHICS Grades 6-8

| Year | Total | Asian | Black/AA | His/Latinx | Multi ethnic | Other | White | SPED | SED | EL | His/Latx EL | McKinney Vento | Foster Youth | Free/Red. Lunch |
|--------|-------|--------------|----------------|----------------|---------------|-------------|---------------|---------------|----------------|---------------|---------------|----------------|--------------|-----------------|
| '18-19 | 497 | 4.4% (22) | 24.3% (121) | 42.9% (213) | 10.3% (51) | 1.4% (7) | 16.7% (83) | 15.5% (77) | 62.4% (310) | 18.1% (90) | 13.7% (68) | 4.0% (20) | 0.2% (1) | 59.6% (296) |
| '21-22 | 468 | 6.8% (32) | 24.6% (115) | 44.2% (207) | 8.3% (39) | 1.5% (7) | 14.5% (68) | 16.7% (78) | 63.0% (295) | 14.5% (68) | 9.6% (45) | 3.2% (15) | 0.6% (3) | 60.0% (281) |
| '22-23 | 451 | 6.9% (31) | 23.5% (106) | 40.1% (181) | 10.0% (45) | 1.8% (8) | 17.7% (80) | 17.5% (79) | 51.7% (233) | 8.2% (37) | 6.0% (27) | 4.7% (21) | 0.7% (3) | 49.0% (221) |

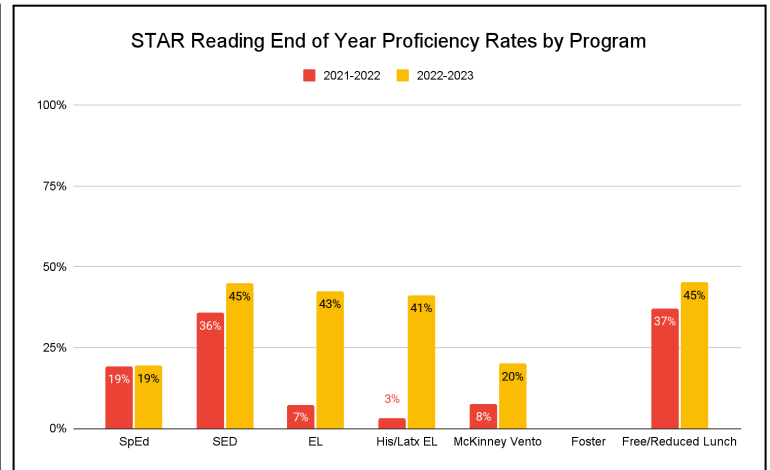
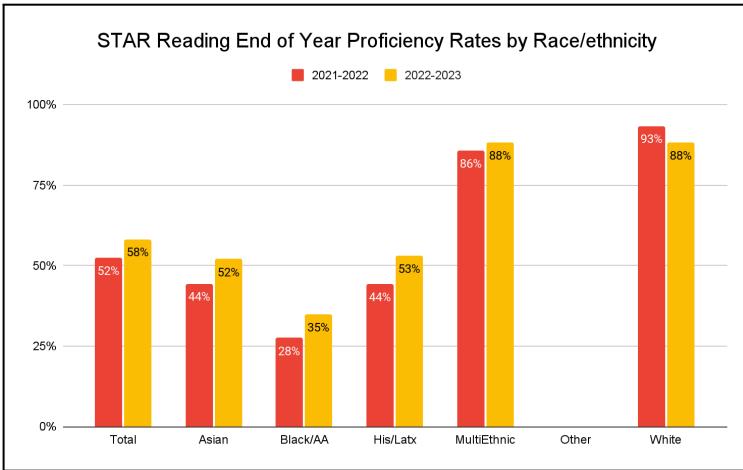
ENGLISH LEARNER RECLASSIFICATION Grades 6-8 (percentage scale is 0-80%)



Performance Trend

Students who are designated as English Learners are given an assessment each spring, called ELPAC, to measure their progress in English. Students who show proficiency on the ELPAC, along with success in other metrics, are reclassified as Fluent English proficient (RFEP). Reclassification rates are the percentage of English Learners who were reclassified during the school year as Fluent English proficient. The charts above show that rates of reclassification increased across all groups.

STAR READING Scores Grades 6-8



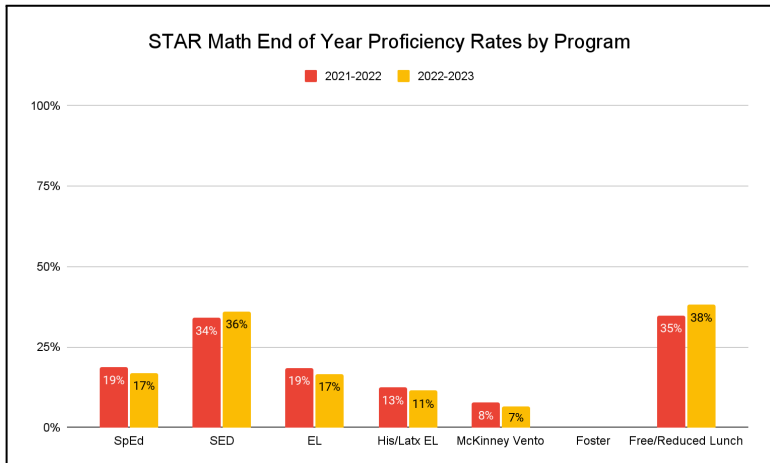
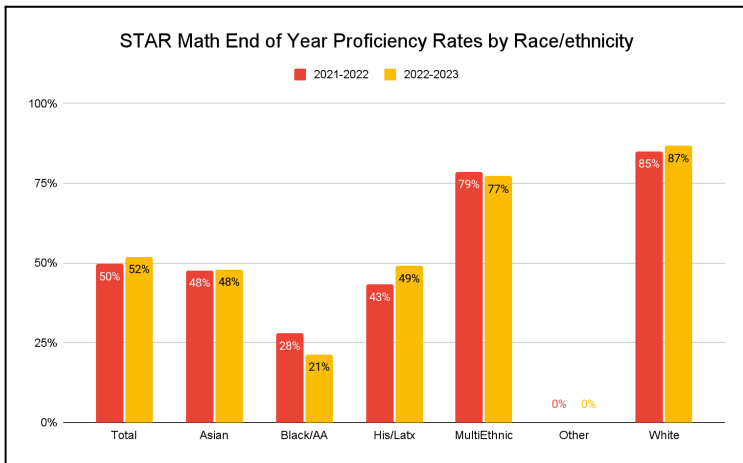
Performance Trend

The STAR End of Year Proficiency Rates were determined using the scores for 2022 and 2023 that show the percentage of students who performed at or above benchmark. Nearly all racial/ethnic subgroups and programs showed increases in their end of year proficiency data when the percentages for 2022 and 2023 are compared. The charts above show that proficiency rates increased slightly in most groups except the White subgroup, although that group has a high proficiency rate. The English Learner subgroups showed a large increase.

Achievement Gap

The difference between the highest performing racial/ethnic group (HPRG) and the lowest performing racial/ethnic group (LPRG) for 2023 is 53%, with Black/AA at 35% and MultiEthnic and White at 88%.

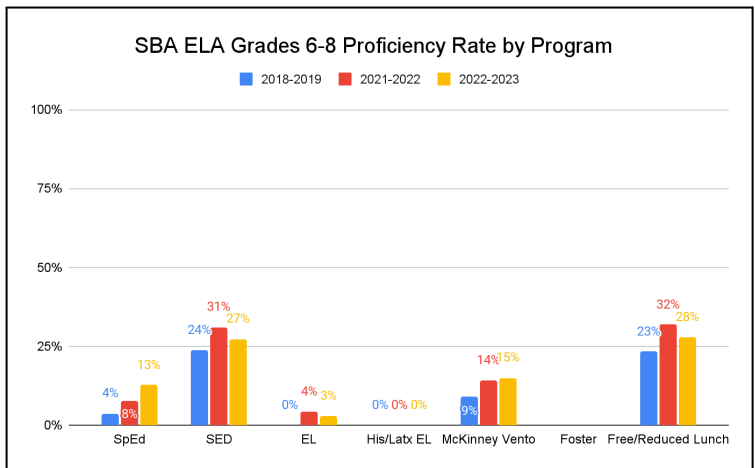
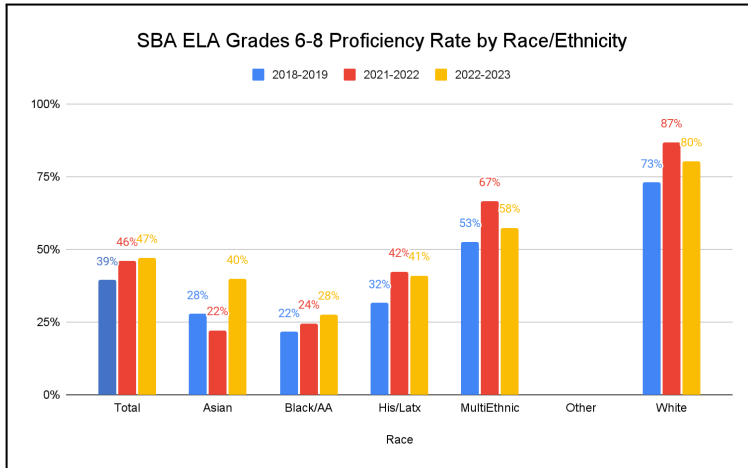
STAR MATH Scores Grades 6-8



Performance Trend The STAR End of Year Proficiency Rates were determined using the scores for 2022 and 2023 that show the percentage of students who performed at or above benchmark. The charts above show most groups changed only a few percentage points, with the exceptions of the Black/AA subgroup which went down 7% and the Hispanic/Latinx subgroup which went up 6%.

Achievement Gap The difference between the highest performing racial/ethnic group (HPRG) and the lowest performing racial/ethnic group (LPRG) for 2023 is 66%, with Black/AA at 21% and White at 87%.

Smarter Balanced Assessment (SBA) - ENGLISH LANGUAGE ARTS Grades 6-8



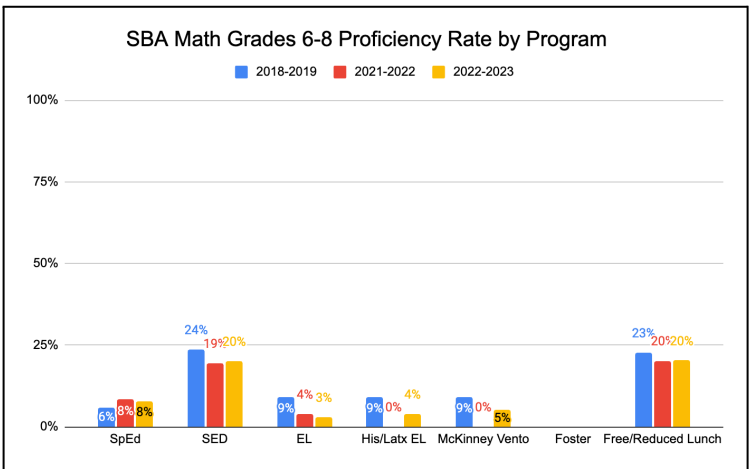
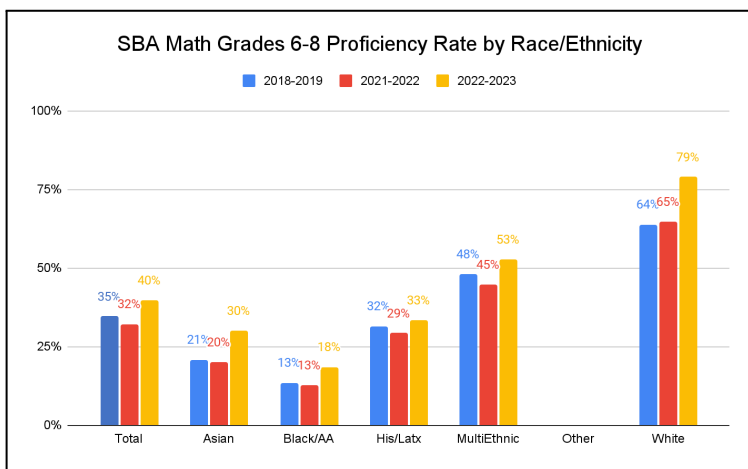
Performance/Trend

The SBA charts show the percentage of students who met/exceeded ELA standards in 2018-2019, 2021-2022 and 2022-2023. The charts above show that the 21/22 school year had the highest proficiency rates in many subgroups, while the Asian, Black/AA, and Special Education subgroups made improvements from 21/22 to 22/23.

Achievement Gap

The difference between the highest performing racial/ethnic group (HPRG) and the lowest performing racial/ethnic group (LPRG) for SBA ELA in 2023 is 52%, with Black/AA at 28% and White at 80%.

Smarter Balanced Assessment (SBA) - MATH Grades 6-8



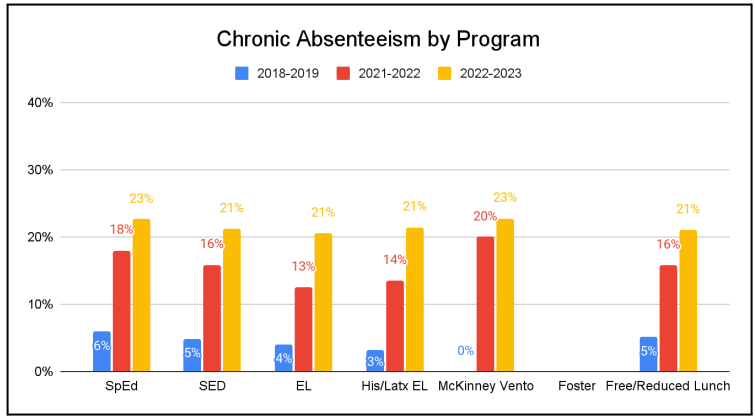
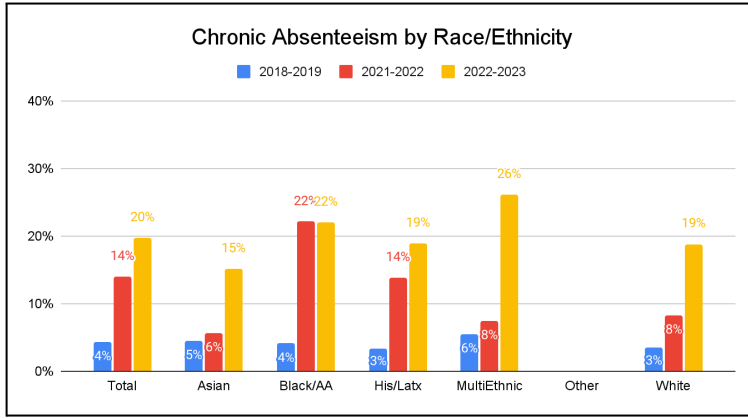
Performance/Trend

The SBA charts show the percentage of students who met/exceeded Math standards in 2018-2019, 2021-2022 and 2022-2023. The charts above show all racial/ethnic subgroup proficiency rates improved from 21/22 to 22/23, while program subgroups generally did not.

Achievement Gap

The difference between the highest performing racial/ethnic group (HPRG) and the lowest performing racial/ethnic group (LPRG) for SBA Math in 2023 is 61%, with Black/AA at 18%, and White at 79%.

CHRONIC ABSENTEEISM Data Grades 6-8 (percentage scale is 0-40%)



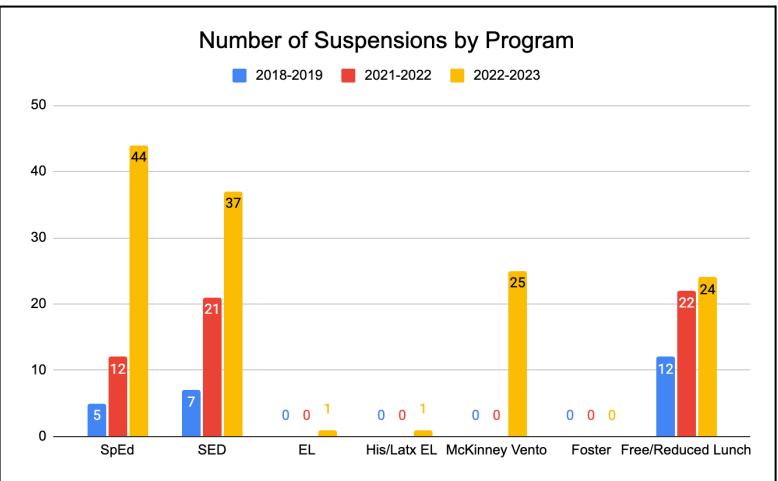
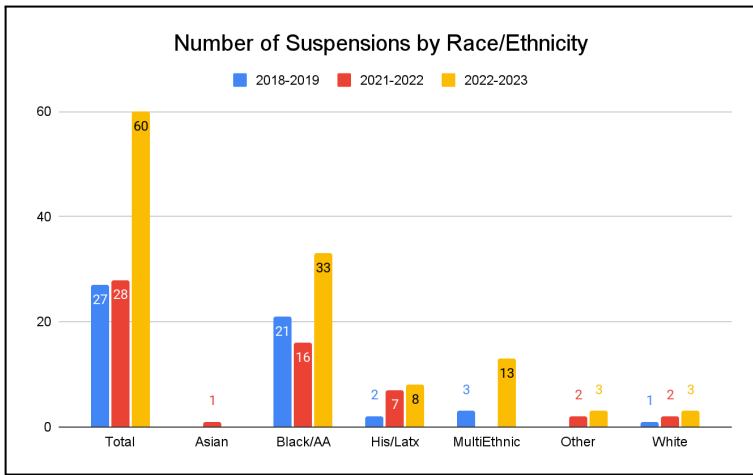
Performance Trend

Students who are chronically absent are missing at least 10% of the 180 school days in a school year. The data does not include attendance rates from the two pandemic years. The charts above show chronic absenteeism rates increased significantly from pre-pandemic to 21/22, and increased again from 21/22 to 22/23 in almost every group.

Opportunity Gap

The overall rate of chronic absenteeism for 2023 is 20%, and there does not appear to be a significant opportunity gap.

SUSPENSION Data Grades 6-8



Performance Trend

This suspension data shows the numbers of behavioral incidents that resulted in suspension. The charts above show twice as many suspensions in 22/23 as 21/22.

Opportunity Gap

The data shows a disproportionate representation of students from various racial/ethnic groups and programs in the suspension count. For example, Special Education students made up 44 of the 60 suspensions. Additionally, half of suspensions were Black/AA students.