

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.

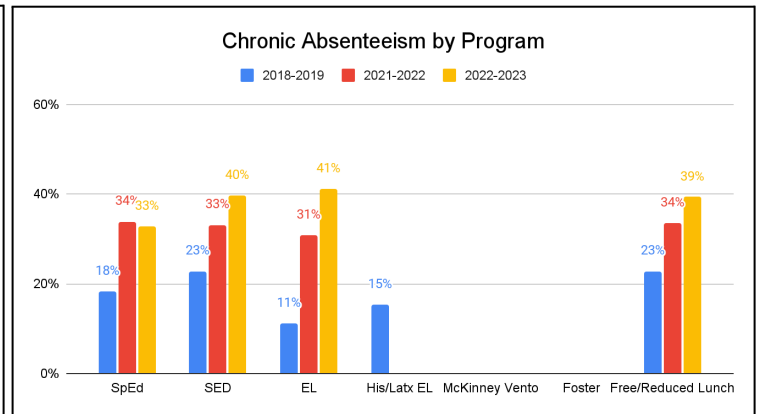
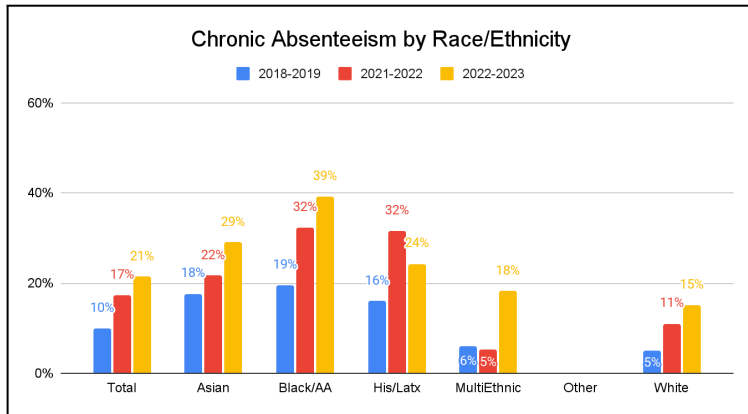
This newsletter is intended to share various data points for our school. Please note some of the specific details below:

- 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 exception is Chronic Absenteeism.
- 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 the DIBELS reading assessment which was first implemented in August 2021, and 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 K-5

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	557	5.7% (32)	13.1% (73)	17.6% (98)	14.5% (81)	0.9% (5)	48.1% (268)	10.4% (58)	26.6% (148)	7.2% (40)	2.5% (14)	1.3% (7)	0.0% (0)	25.7% (143)
'21-22	473	7.8% (37)	13.7% (65)	15.0% (71)	15.4% (73)	1.5% (7)	46.5% (220)	11.4% (54)	31.9% (151)	8.0% (38)	1.9% (9)	1.3% (6)	0.0% (0)	30.7% (145)
'22-23	459	6.5% (30)	13.9% (64)	15.0% (69)	16.8% (77)	1.1% (5)	46.6% (214)	13.5% (62)	30.5% (140)	6.3% (29)	2.0% (9)	1.3% (6)	0.2% (1)	30.5% (140)

CHRONIC ABSENTEEISM Data Grades K-5 (percentage scale is 0-60%)



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 that chronic absenteeism (which includes absences for all excused and unexcused reasons) has increased for all subgroups within the school when compared to pre-pandemic levels.

Opportunity Gap

While the overall rates of chronic absenteeism for 2023 have more than doubled for every subgroup from pre-pandemic levels, there continue to be higher levels of chronic absenteeism for Black/African American students, socio-economically disadvantaged students and English Learners than for white students.

ENGLISH LEARNER PROGRESS INDICATOR (ELPI) K-5

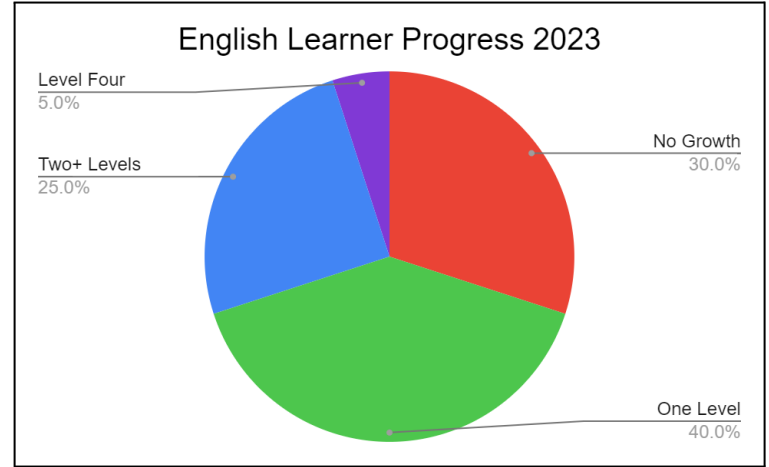
The ELPI levels are used to show student progress toward English Language proficiency by comparing summative ELPAC scores from year to year. The ELPI Levels break the four ELPAC scores into six levels to show whether or not students are making progress.

No Growth is the percentage of students who stayed at the same ELPI level or went down.

One Level is the percentage of students who advanced one ELPI level

Two+ Levels is the percentage of students who advanced more than one ELPI level

Level Four is the percentage of students who stayed at the highest ELPI level



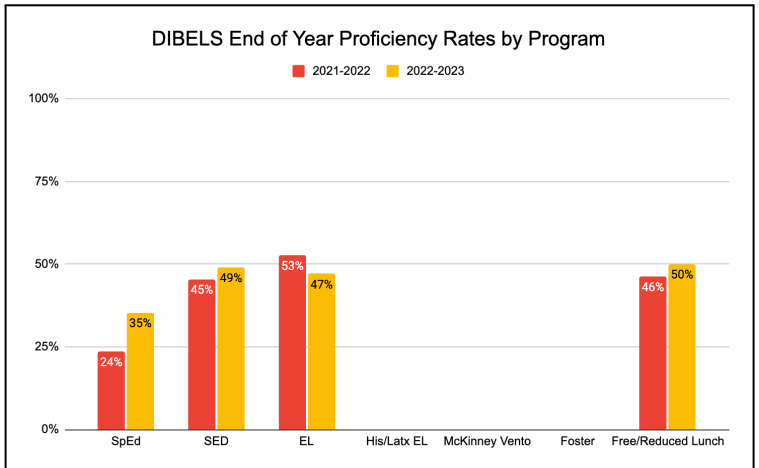
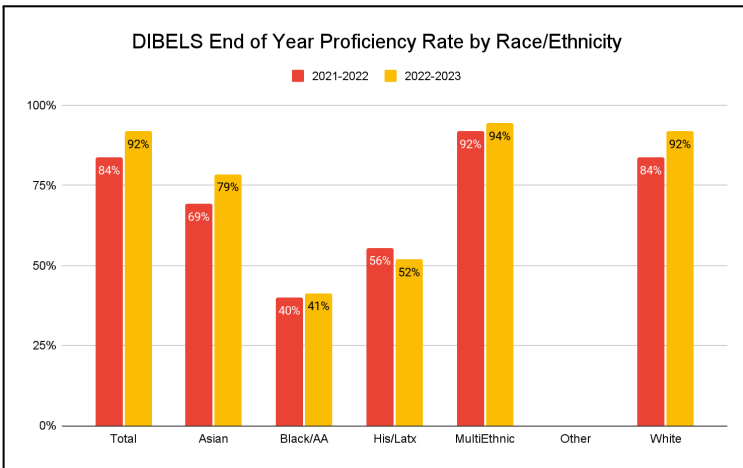
Performance Trend

Across BUSD 60% of English Learner students met state progress goals (students improving 1 or more level, or staying at Level 4). At Malcolm X, 70% of English Learner students met state progress goals. The State categorizes this growth rate as falling in the “Very High” status category.

California Dashboard: Progress Rate Status

Very Low = less than 35%
 Low = 35-45%
 Medium = 45-55%
 High = 55-65%
 Very High = 65% or greater

DIBELS Composite Scores Grades K-2



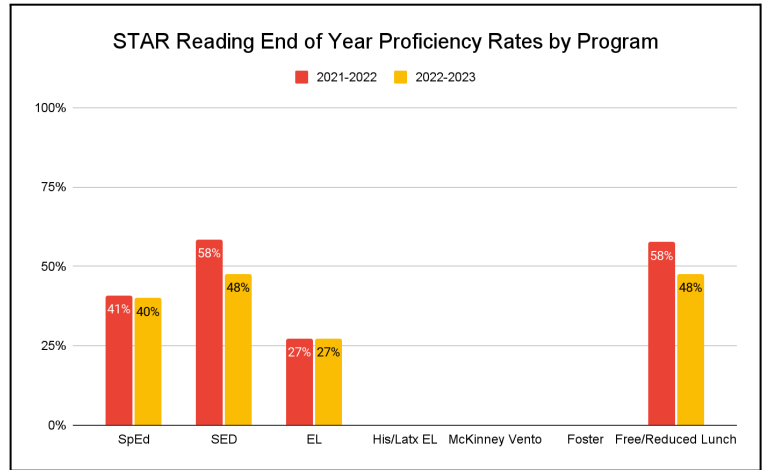
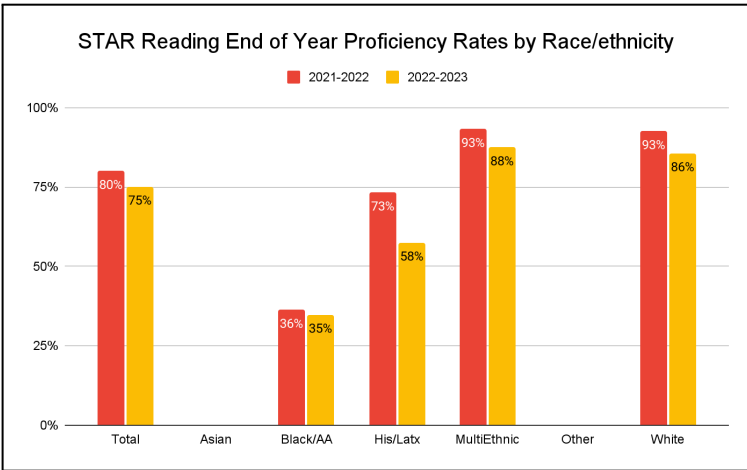
Performance Trend

The DIBELS End of Year Proficiency Rates were determined using the composite scores for 2022 and 2023 that show the percentage of students who are performing at or above benchmark. The charts above show progress from year to year from the 22 to 23 school year for most groups of students.

Achievement Gap

The difference between the highest performing racial/ethnic group (HPRG) and the lowest performing racial/ethnic group (LPRG) for 2023 is 51%, between Black/AA students at 41% and White students at 92%.

STAR READING Scores Grades 3-5



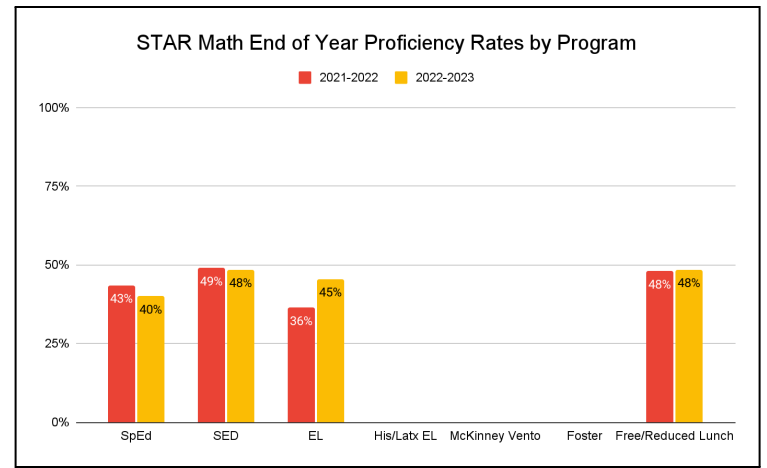
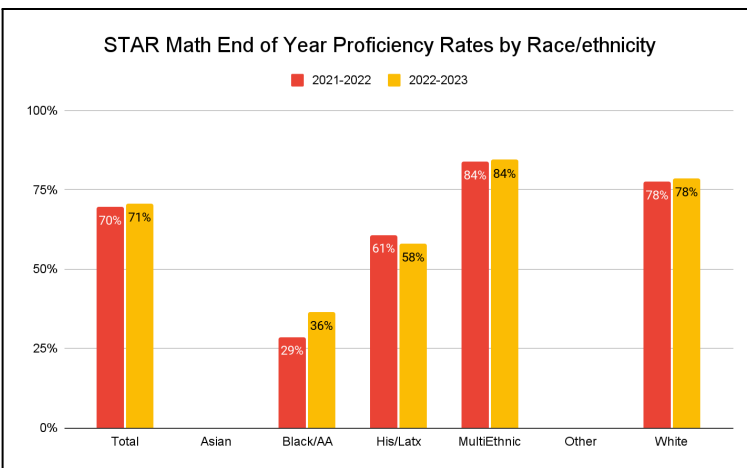
Performance Trend

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 a decline of 5% schoolwide between 2022 and 2023, which is reflective in a similar decline across most ethnicities.

Achievement Gap

The difference between the highest performing racial/ethnic group (HPRG) and the lowest performing racial/ethnic group (LPRG) for 2023 is 56%, between multiethnic students at 88% and Black/African American students at 35%.

STAR MATH Scores Grades 3-5



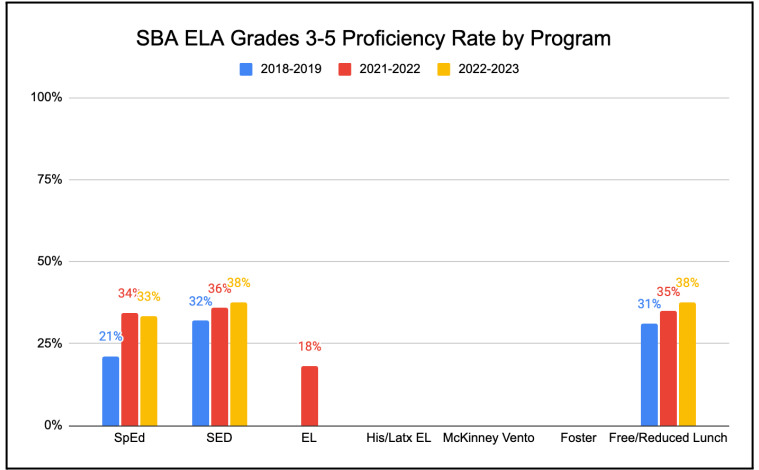
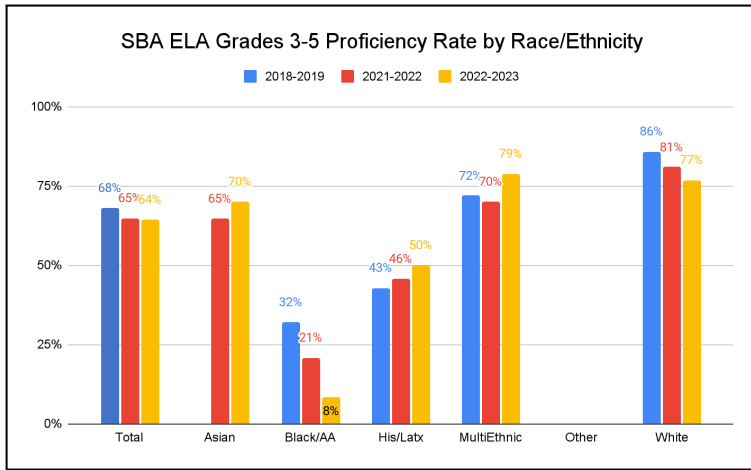
Performance Trend

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 an increase of 1% overall for students in mathematics. There is variation across groups, with some groups showing small increases in proficiency between the 2021-2022 and 2022-2023 school years and others showing small decreases or remaining steady.

Achievement Gap

The difference between the highest performing racial/ethnic group (HPRG) and the lowest performing racial/ethnic group (LPRG) for 2023 is 58%, between multiethnic students at 84% and Black/African American students at 36%.

Smarter Balanced Assessment (SBA) - ENGLISH LANGUAGE ARTS Grades 3-5



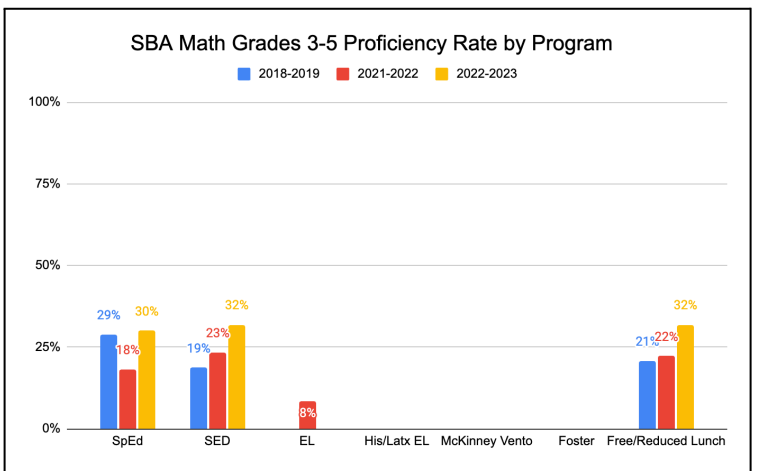
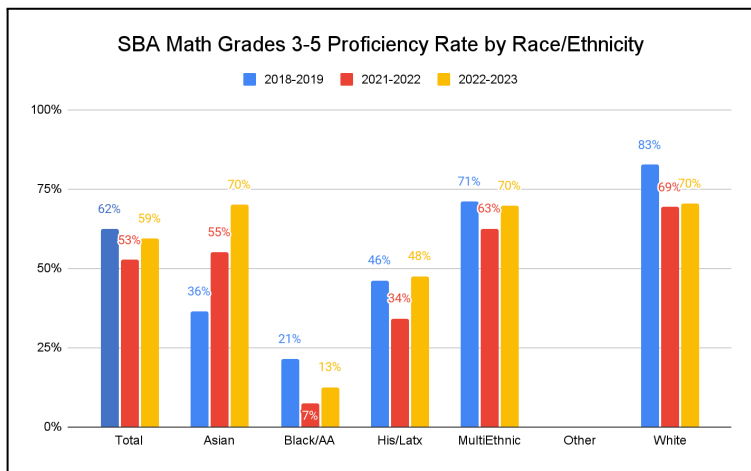
Performance/Trend

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 64% proficiency in 2023, with increases in proficiency for Asian, multiethnic and Latinx students and declines for white and Black/African American student subgroups.

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 71%, between multiethnic students at 79% and Black/African American students at 8%.

Smarter Balanced Assessment (SBA) - MATH Grades 3-5



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 6% overall improvement from 2022 to 2023 in math, with all subgroups showing improvement.

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 57%, between white and multiethnic students at 70% and Black/African American students at 13%.