

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.

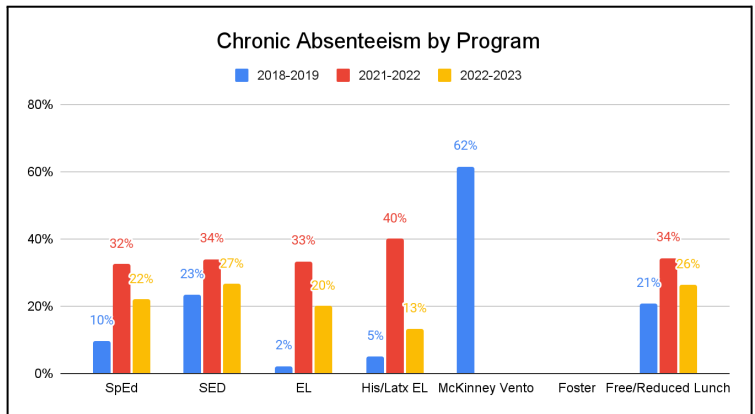
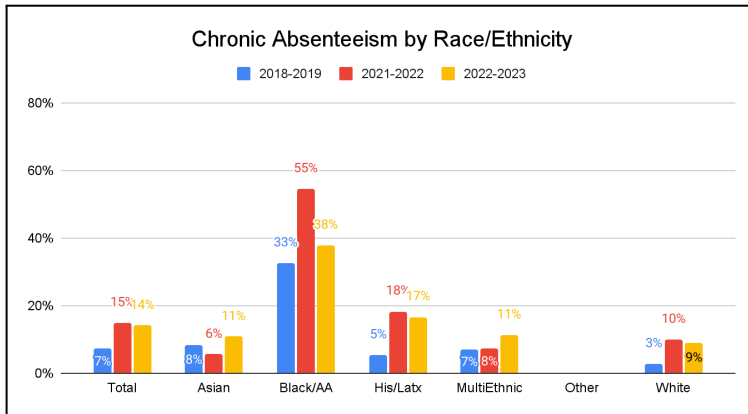
This newsletter is intended to share various data points for our school. Please note some of the specific details below:

- 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	449	7.8% (35)	10.2% (46)	20.7% (93)	12.9% (58)	0.7% (3)	47.7% (214)	8.0% (36)	22.3% (100)	10.0% (45)	5.8% (26)	2.7% (12)	0.4% (2)	21.2% (95)
'21-22	397	9.1% (36)	8.3% (33)	20.7% (82)	9.6% (38)	1.8% (7)	50.6% (201)	7.3% (29)	24.9% (99)	7.1% (28)	4.5% (18)	0.5% (2)	0.0% (0)	23.9% (95)
'22-23	364	10.2% (37)	9.9% (36)	22.3% (81)	10.7% (39)	1.6% (6)	45.3% (165)	11.3% (41)	25.5% (93)	7.7% (28)	3.6% (13)	0.8% (3)	0.0% (0)	23.9% (87)

CHRONIC ABSENTEEISM Data Grades K-5 (percentage scale is 0-80%)



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 our rates of chronic absenteeism are improving post COVID pandemic.

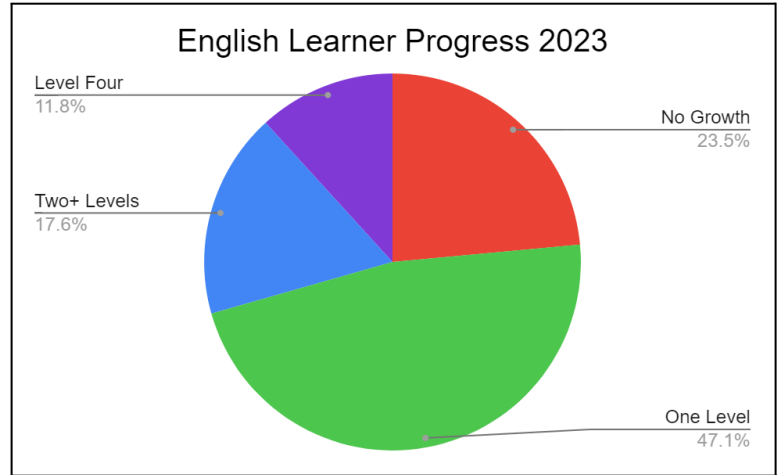
Opportunity Gap

The overall rate of chronic absenteeism for 2023 is 14%. There are discrepancies in attendance rates between racial/ethnic groups and programs. Our Black/African-American students are our greatest outlier at 38% of students being chronically absent in 2023. It is also noteworthy that this is an improvement from the 2021-22 school year with a decrease in chronic absenteeism by 17%.

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



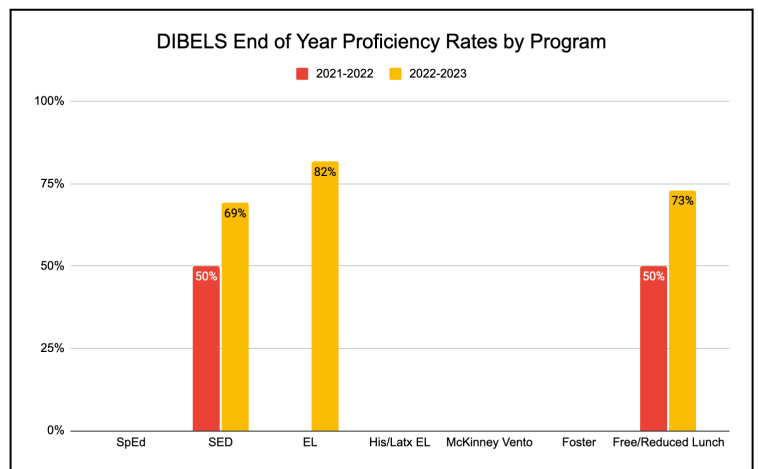
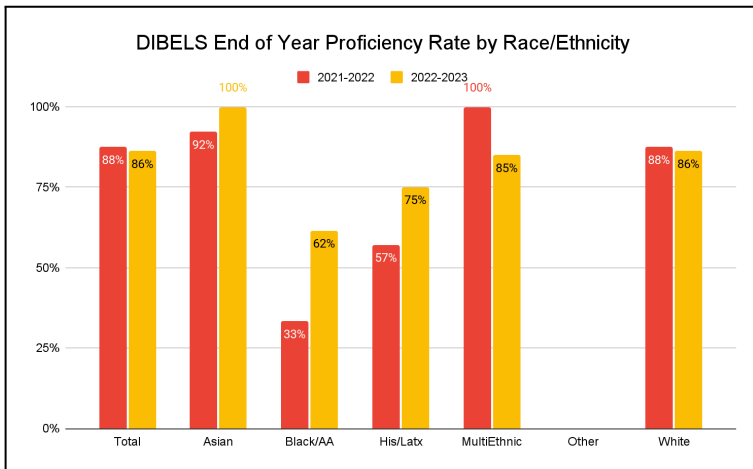
Performance Trend

Across BUSD 60% of English Learner students met state progress goals (students improving 1 or more level, or staying at Level 4). At Rosa Parks, 77% 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



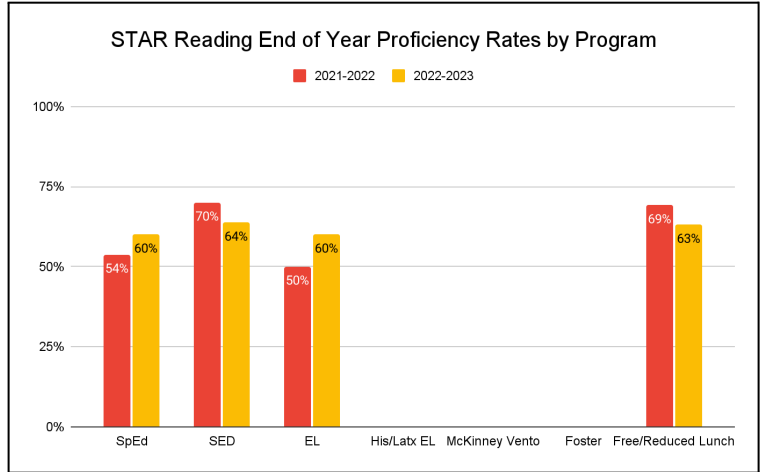
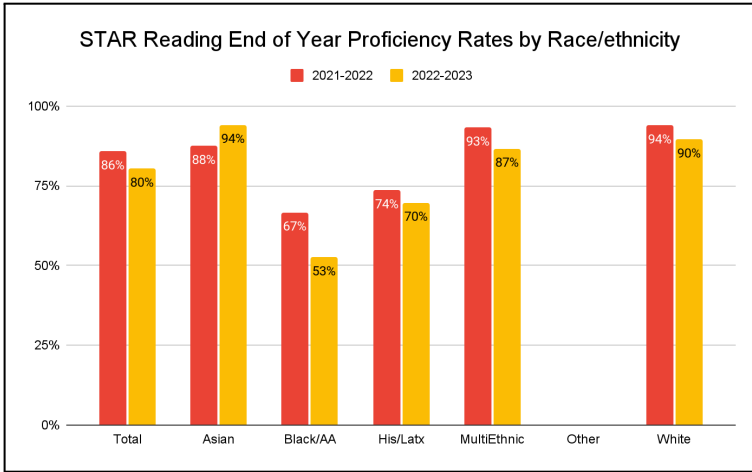
Performance Trend

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 that the majority of our K-2 students are meeting or exceeding standards in foundational reading skills. Overall, we have grown in proficiency by 4%.

Achievement Gap

The difference between the highest performing racial/ethnic group (Asian Students) and the lowest performing racial/ethnic group (Black/African American Students) for 2023 is 38%. All racial/ethnic groups showed growth with the exception of our Multi-Ethnic, and White student populations. Our Black/African-American student and Hispanic/Latinx student groups each showed more than 25% growth from 2021-2022 to 2022-2023. It is also noteworthy that our students with disabilities and students receiving free and reduced lunch showed substantial gains as well.

STAR READING Scores Grades 3-5



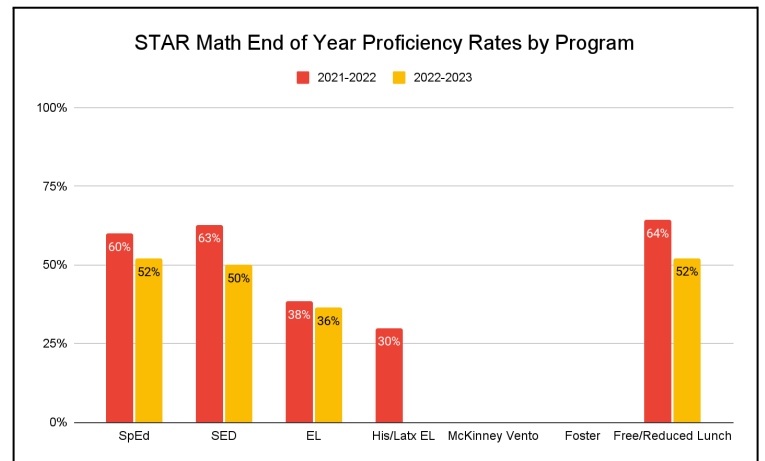
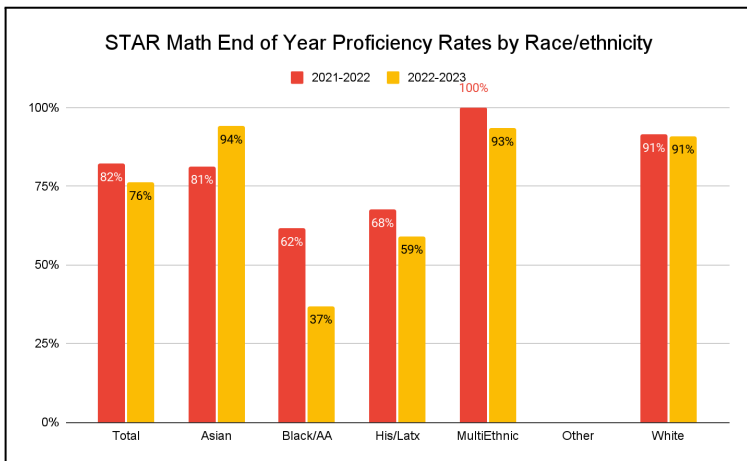
Performance Trend

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. Some racial/ethnic and program subgroups showed decreases in their end of year proficiency data while others showed increases when the percentages for 2022 and 2023 are compared. The charts above show that while students with disabilities, and multilingual learners showed growth, our school trended downwards with this assessment measure.

Achievement Gap

The difference between the highest performing racial/ethnic group (Asian Students) and the lowest performing racial/ethnic group (Black/African American Students) for 2023 is 41%. The overall decrease in performance for all ethnic groups (with the exception of Asian Students) is an area of growth and focus for our team.

STAR MATH Scores Grades 3-5



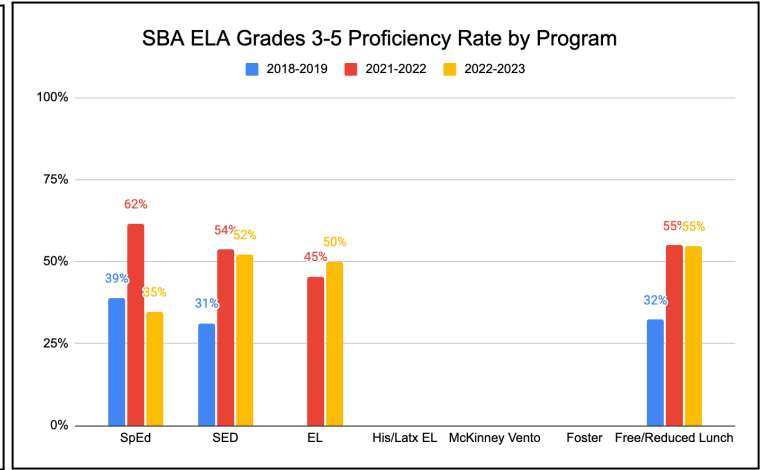
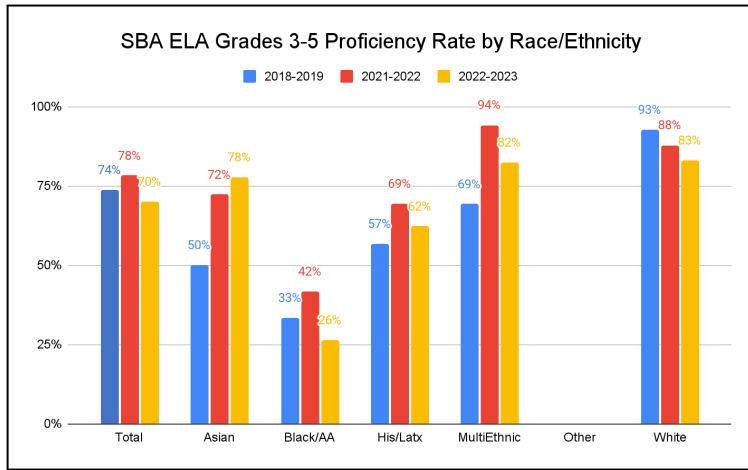
Performance Trend

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 that our school is trending downwards with this assessment measure, with the exception of Asian and White students.

Achievement Gap

The difference between the highest performing racial/ethnic group (Asian Students) and the lowest performing racial/ethnic group (Black/African American) for 2023 is 57%.

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



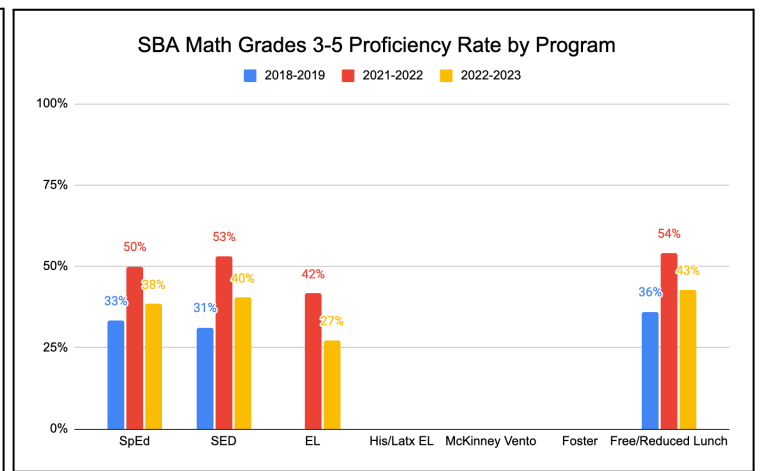
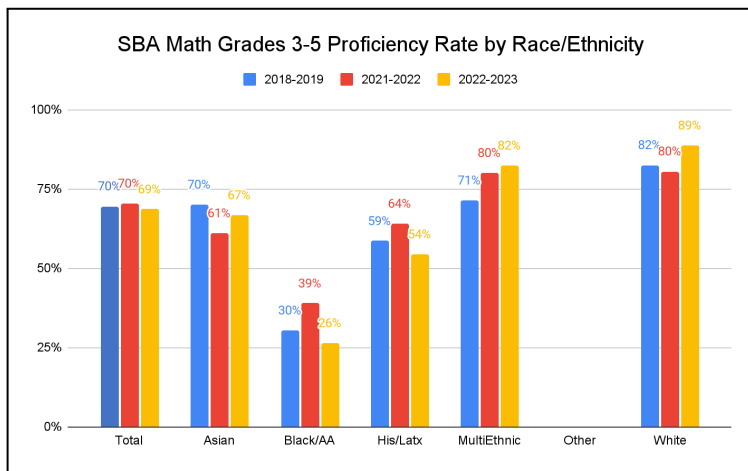
Performance/Trend

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 that our school is trending downwards with this assessment measure, with the exception of Asian students.

Achievement Gap

The difference between the highest performing racial/ethnic group (White Students) and the lowest performing racial/ethnic group (Black/African American Students) for SBA ELA in 2023 is 57%.

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 that, overall, our SBA Math proficiency rates have held relatively steady, with increased levels of proficiency for White, Asian, and MultiEthnic students, and decreased proficiency for Black/African American and Latinx students. Math proficiency rates for students in designated programs decreased last year.

Achievement Gap

The difference between the highest performing racial/ethnic group (White Students) and the lowest performing racial/ethnic group (Black/African American) for SBA Math in 2023 is 63%.