

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 provides a high level glance of various data points for our school. It summarizes multiple measures including State Assessments (ELPI, SBA & CAST), district internal assessments (DIBELS & Star) and non-assessment data (like chronic absenteeism).

3x5 targets: BUSD has set a “3x5” growth target for the 2024-25 school year and beyond. Our goal is to increase proficiency annually by 3% for all students, with an accelerated target of 5% growth for focal student groups, across all content areas. It is important to note that the 3x5 sections below are intended to check how close we came to this new target with last year’s data.

To protect student confidentiality and align with state reporting guidelines, data is reported for groups of 10 or more students (25 or more for CHKS).

Overall District level data can be found on the [BREA website page](https://www.berkeleyschools.net/schools/). Individual school newsletters can be found on the school website pages. Follow link to your school here: <https://www.berkeleyschools.net/schools/>

DEMOGRAPHICS Grades K-5

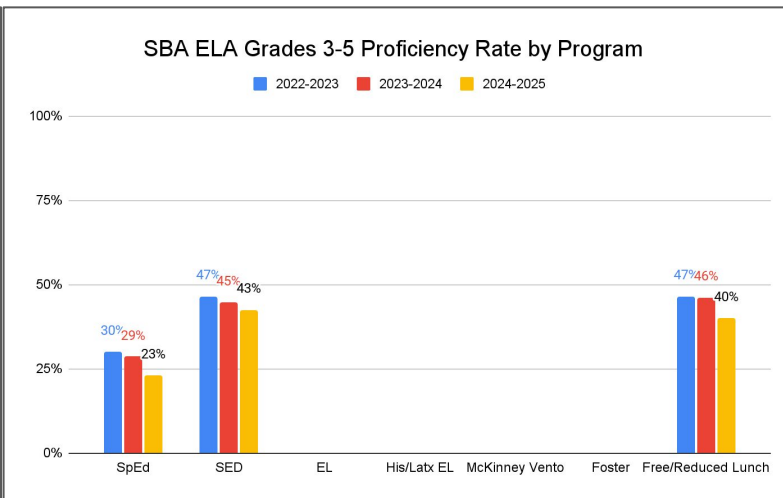
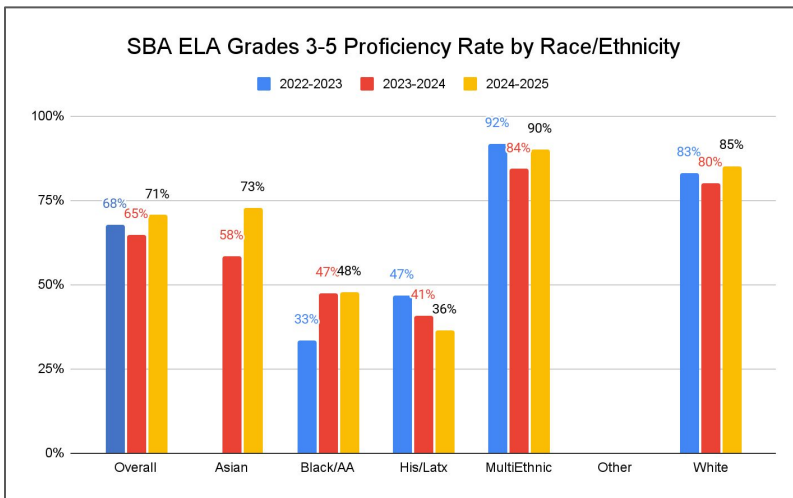
Program abbreviations key: *EL* (English Learner), *SED* (Socio-Economically Disadvantaged), *SpEd* (Special Education), *McKinney Vento* (students experiencing housing insecurity)
Race/ethnicity note: “Other” includes Filipino, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and students who did not report a race or ethnicity.

Year	Total	Asian	Black/AA	His/Latinx	Multi Ethnic	Other	White	SPED	SED	EL	His/Latx EL	McKinney Vento	Foster Youth	Free/Red. Lunch
'22-'23	255	9.0% (23)	14.5% (37)	20.8% (53)	14.1% (36)	0.0% (0)	41.6% (106)	12.2% (31)	36.1% (92)	9.4% (24)	3.9% (10)	4.7% (12)	0.0% (0)	35.3% (90)
'23-'24	251	11.2% (28)	13.9% (35)	19.9% (50)	15.1% (38)	0.4% (1)	39.4% (99)	12.7% (32)	28.3% (71)	7.2% (18)	3.6% (9)	3.2% (8)	0.4% (1)	28.3% (71)
'24-'25	254	10.6% (27)	14.6% (37)	15.7% (40)	18.1% (46)	0.8% (2)	40.2% (102)	10.6% (27)	27.6% (70)	6.3% (16)	2.8% (7)	2.8% (7)	0.0% (0)	27.6% (70)

What is it?

The Demographics table shows our school enrollment by race/ethnicity and program as of October each year. The number in parentheses represents the number of students in each subgroup.

SMARTER BALANCED ASSESSMENT (SBA) - ENGLISH LANGUAGE ARTS Grades 3-5



What is it?

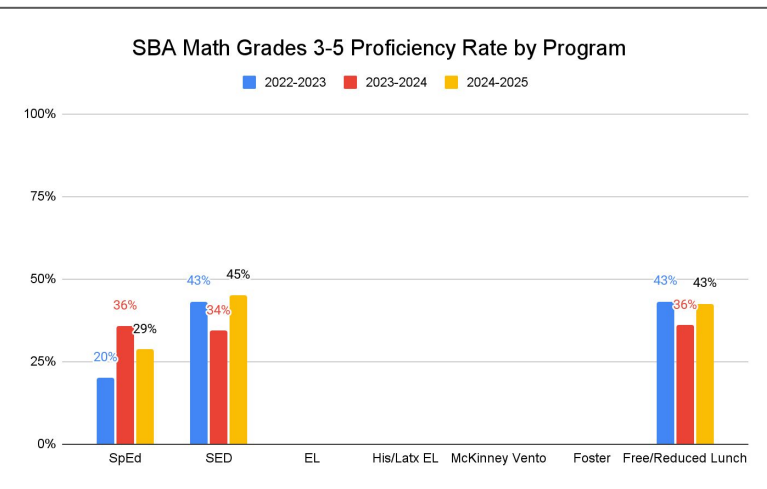
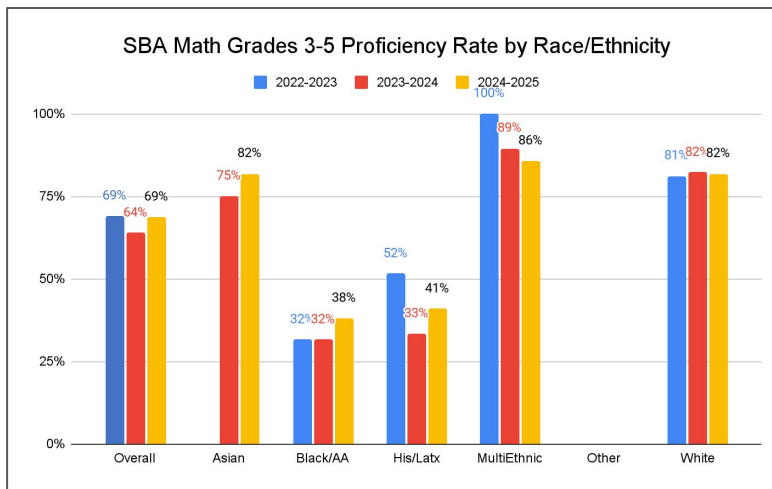
The Smarter Balanced Summative Assessment for English Language Arts (SBA for ELA) is the annual state standardized literacy test administered each Spring to students in Grades 3-8 and 11. It measures proficiency on the California Common Core State Literacy (Reading and Writing) Standards. The charts above show the percentage of students in Grades 3-5 who showed proficiency (Met or Exceeded Standard) in literacy.

Performance Trend

Overall 3rd-5th grade proficiency rates increased by 5% in 2024-25.

Progress towards new 3x5 target

Overall, students in Grades 3-5 exceeded the 3% improvement goal in 2024-25. None of the focal groups met the 5% improvement goal in 2024-25.



What is it?

The Smarter Balanced Summative Assessment for Math (SBA for Math) is the annual state standardized math test administered each Spring for students in Grades 3–8 and 11. It measures proficiency on the California Common Core State Math Standards. The charts above show the percentage of students in Grades 3–5 who showed proficiency (Met or Exceeded Standard) in math.

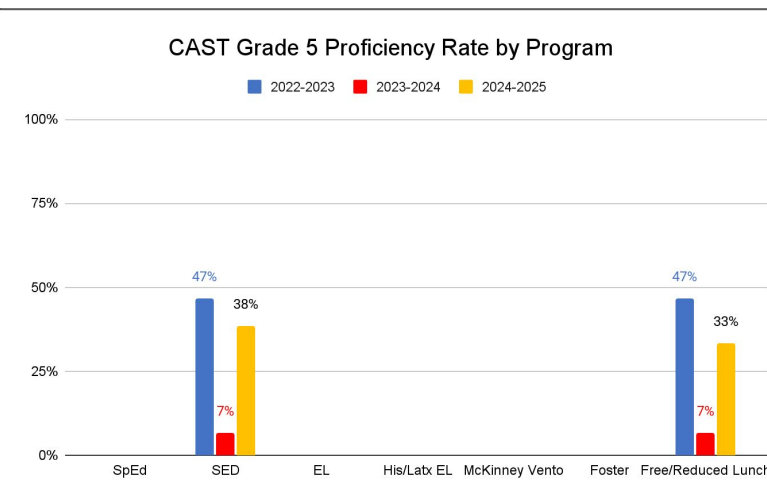
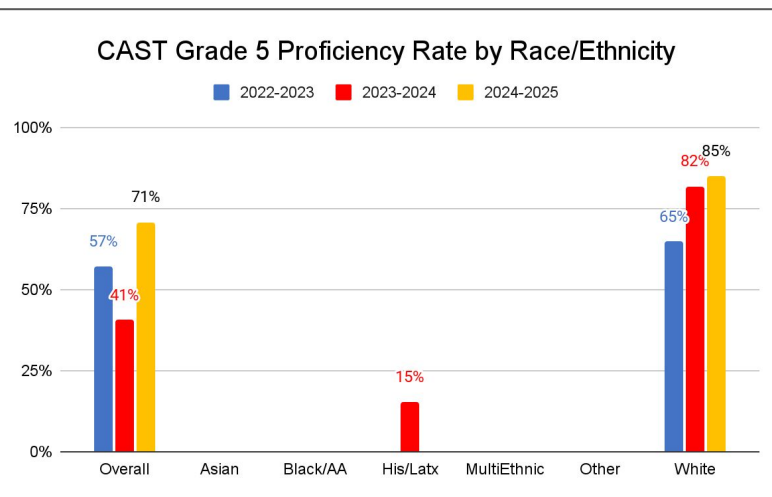
Performance Trend

Overall 3rd–5th grade proficiency rates increased by 5% in 2024–25.

Progress towards new 3x5 target

Overall, students in Grades 3–5 exceeded the 3% improvement goal in 2024–25. The following focal groups met the 5% improvement goal: Students receiving Special Education services (increase of 16%), students eligible for free and reduced lunch (increase of 7%), Socioeconomically Disadvantaged students (increase of 9%), Black/African American students (increase of 6%), and Hispanic/Latinx students (increase of 8%).

CALIFORNIA SCIENCE TEST (CAST) - Grade 5



What is it?

The California Science Test (CAST) is the annual state standardized science test administered each Spring for students in Grades 5, 8 & 11. It measures proficiency on the California Next Generation Science Standards. The charts above show the percentage of students in Grade 5 who showed proficiency (Met or Exceeded Standard) in science.

Performance Trend

Overall 3rd–5th grade proficiency rates increased by 30% in 2024–25.

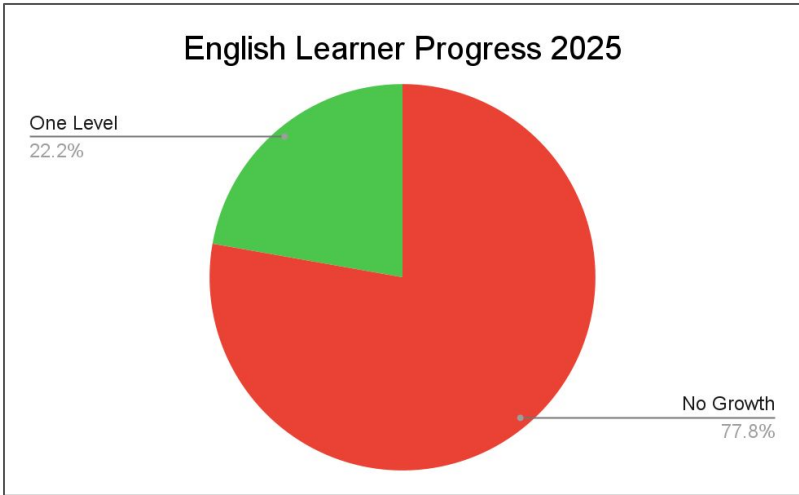
Progress towards new 3x5 target

Overall, students in Grade 5 exceeded the 3% improvement goal in 2024–25. The following focal groups (of those with 10 or more students) met the 5% improvement goal: Socioeconomically disadvantaged students (increase of 31%) and students who qualified for free or reduced lunch (increase of 26%).

What is it?

The ELPI levels show student progress toward English language proficiency for our multilingual students. The ELPI Levels are based on the ELPAC (English Language Proficiency Assessments for California). The goal is for English Learners to improve one level or more annually.

*Only English Learners in Grades 1-5 receive an ELPI level because it is determined by a student’s progress on the ELPAC from one year to the next. The first time a student can have two years of ELPAC scores is after they take the assessment in both kindergarten and first grade.



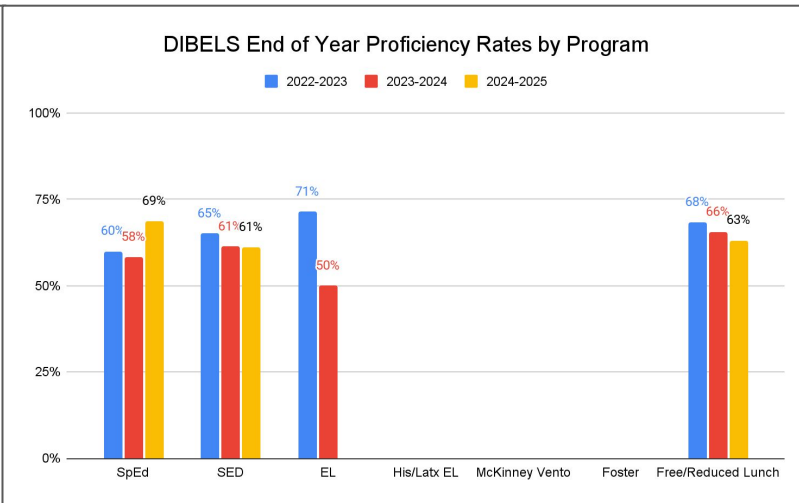
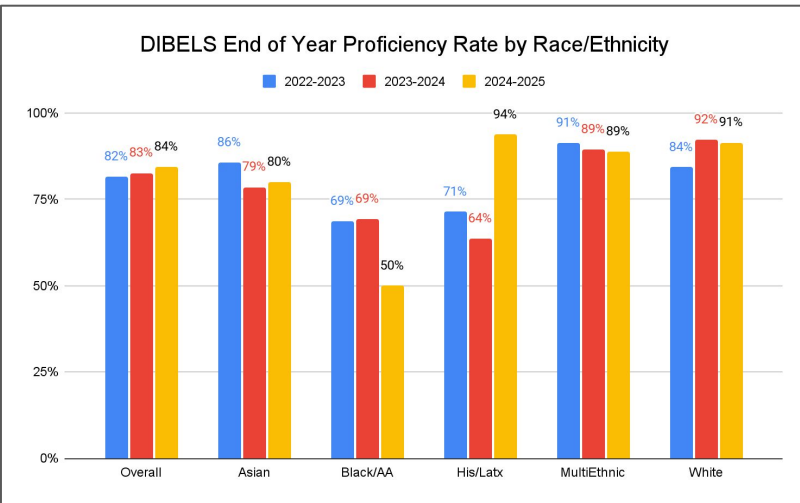
The English Learner Progress chart shows:

- The percentage of students who stayed at the same ELPI level or went down (“**No Growth**”)
- The percentage of students who advanced one ELPI level (“**One Level**”)
- The percentage of students who advanced more than one ELPI level (“**Two+ Levels**”)
- The percentage of students who stayed at the highest ELPI level (“**Level Four**”)

Performance Trend

At our school, 22.2% of English Learners in Grades 1-5 met the state growth goals of improving 1 or more levels or remaining at Level 4. The California Data Dashboard categorizes 22.2% as “Very Low” growth.

DIBELS SCORES Grades K-2



What is it?

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is an English literacy screening assessment that is a measure of students’ foundational reading skills. In BUSD this screener is administered three times per year (Fall, Winter, Spring) to students in Grades K-2, and in Grades 3-5 beginning in 2024-25. The charts above show the percentage of students in Grades K-2 who reached proficiency (At or Above Benchmark) in foundational reading skills at the end of each school year, as determined by their composite score.

Performance Trend

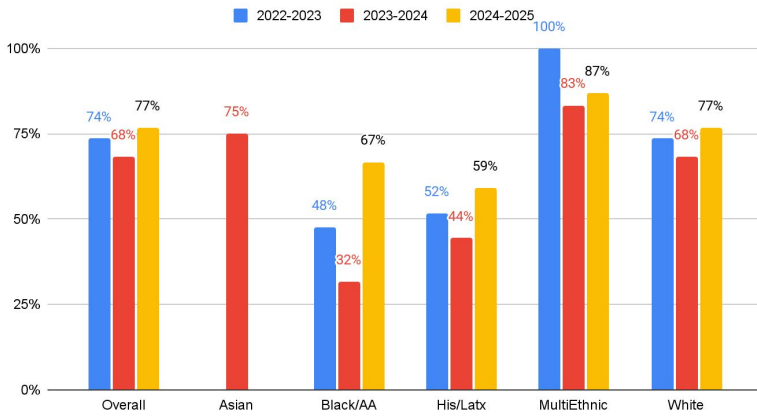
Overall K-2 Spring proficiency rates have increased slightly each year with 84% meeting the proficiency target in 2024-25.

Progress towards new 3x5 target

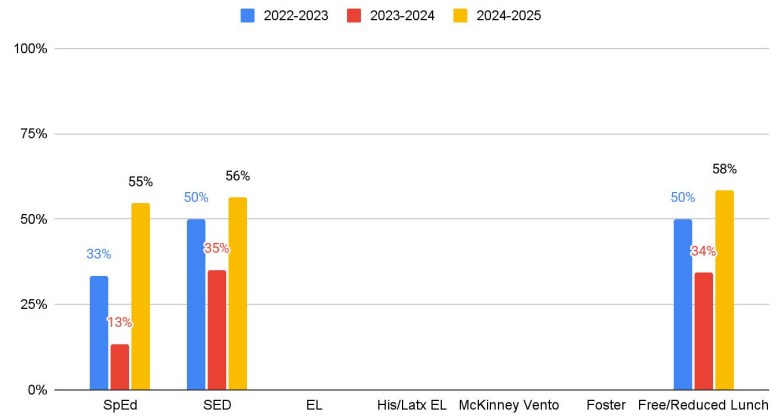
Overall, students in Grades K-2 did not meet the 3% improvement goal in 2024-25, but did increase slightly. The following focal groups met the 5% improvement goal: Hispanic/Latinx (increase of 30%) and students with disabilities (increase of 11%).

STAR READING SCORES Grades 3-5

STAR Reading End of Year Proficiency Rates by Race/ethnicity



STAR Reading End of Year Proficiency Rates by Program



What is it?

Star Reading is a nationally normed computer adaptive literacy screening assessment that measures students' progress on the California Common Core State English Literacy Standards. In BUSD this screener is administered three times per year (Fall, Winter, Spring) for students in Grades 3-8, and in Grades 9-10 beginning in 2024-25. The charts above show the percentage of students in Grades 3-5 who reached proficiency (At or Above Benchmark) on the Star Reading test at the end of each school year.

Performance Trend

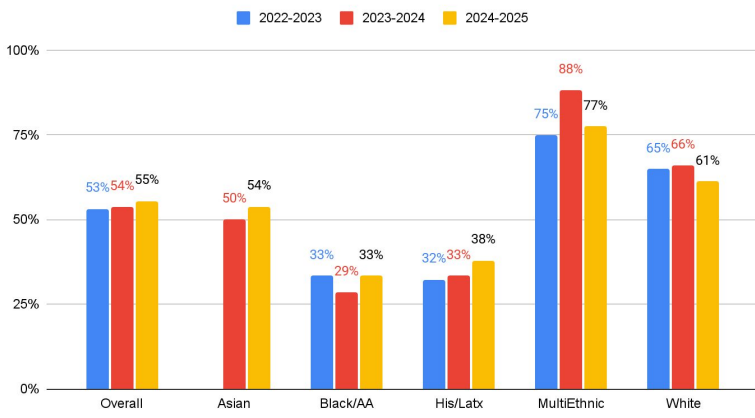
Overall 3rd-5th grade Spring proficiency rates increased by 9% in 2024-25.

Progress towards new 3x5 target

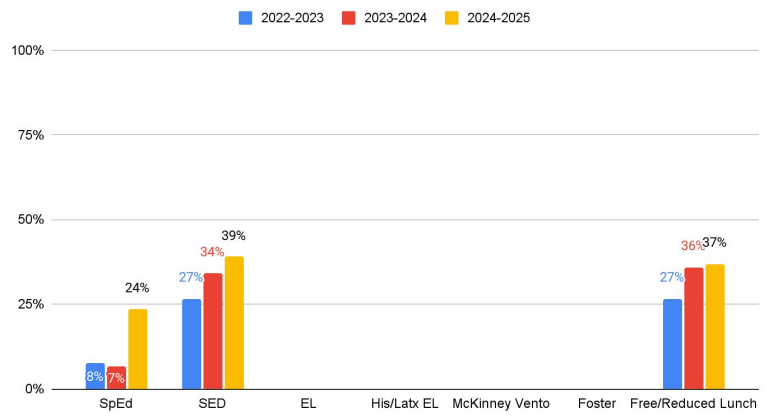
Overall, students in Grades 3-5 met the 3% improvement goal in 2023-24. The following focal groups met the 5% improvement goal: Black/African American students (increase of 35%), Latinx students (increase of 15%), students receiving Special Education services (increase of 42%), Socioeconomically Disadvantaged students (increase of 21%), and students who qualified for Free/Reduced Lunch (increase of 24%).

STAR MATH SCORES Grades 3-5

STAR Math End of Year Proficiency Rates by Race/ethnicity



STAR Math End of Year Proficiency Rates by Program



What is it?

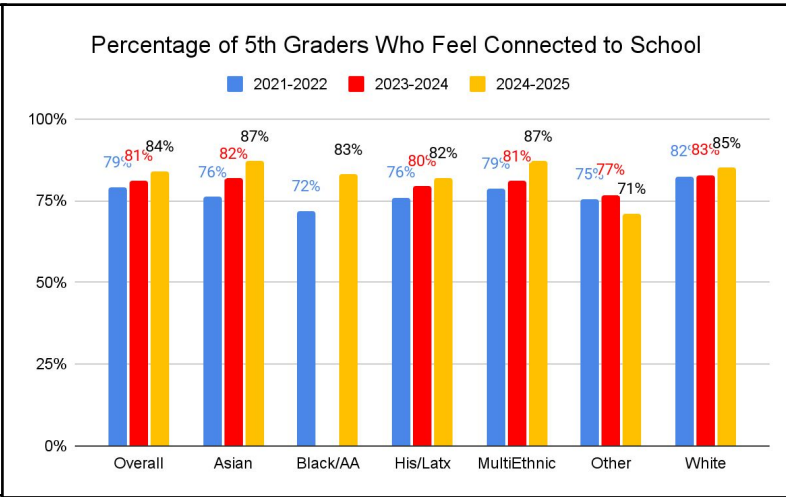
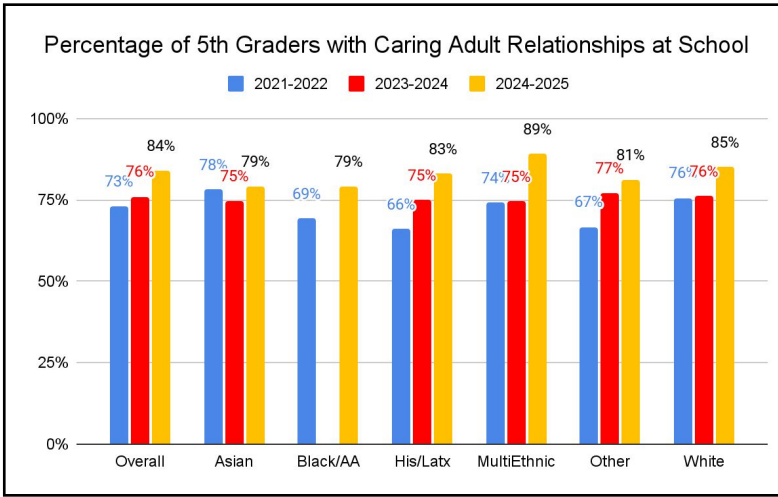
Star Math is a nationally normed computer adaptive math screening assessment that measures students' progress on the California Common Core State Math Standards. In BUSD this screener is administered three times per year (Fall, Winter, Spring) for students in Grades 3-8, and in Grades 9-10 beginning in 2024-25. The charts above show the percentage of students in Grades 3-5 who reached proficiency (At or Above Benchmark) on the Star Math test at the end of each school year.

Performance Trend

Overall 3rd-5th grade Spring proficiency rates increased by 1% in 2024-25.

Progress towards new 3x5 target

Overall, students in Grades 3-5 did not meet the 3% improvement goal in 2024-25 although they had a slight increase. The following focal groups met the 5% improvement goal: Hispanic/Latinx students (increase of 5%), Socioeconomically Disadvantaged students (increase of 5%) and students with disabilities (increase of 17%).



What is it?

The California Healthy Kids Survey (CHKS) is an anonymous and confidential survey measuring school climate and safety, student wellness, and youth resiliency. This survey has been administered districtwide every other year to students in Grades 5, 7, 9 and 11. Beginning in Spring 2024, this survey will be given annually to students in Grades 5, 7, 9, and 11.

The charts above show the average percentage of 5th grade students across BUSD who responded “Yes all the time” and “Yes most of the time” to the following questions:

“Caring Adult Relationships”

Do the teachers and other grownups at school...

- Care about you?
- Listen when you have something to say?
- Make an effort to get to know you?

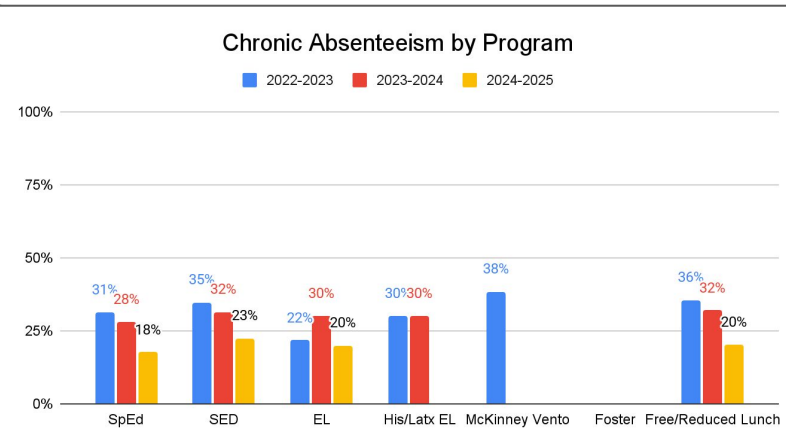
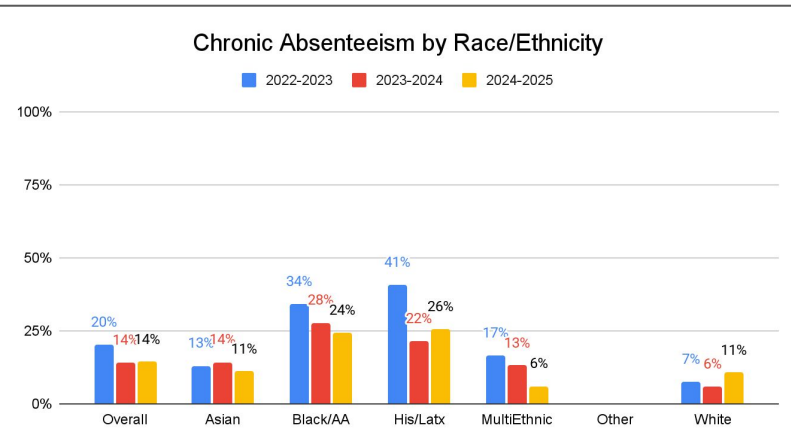
“School Connectedness”

- Do you feel close to people at/from this school?
- Are you happy to be at/with this school?
- Do you feel like you are part of this school?
- Do teachers treat students fairly?
- Do you feel safe at school?

Trend

The statewide average for Caring Adult Relationships is 72% for 5th grade students; 76% of 5th grade BUSD students who took this survey in Spring 2024 responded positively to the Caring Adult Relationships questions outlined above. The statewide average for School Connectedness is 70% of students responding positively to the above School Connectedness questions; overall 81% of 5th grade BUSD students who took this survey in Spring 2024 responded positively to the School Connectedness questions.

CHRONIC ABSENTEEISM Grades K-5



What is it?

Students are considered chronically absent when they miss 10% or more of the days that they are enrolled in school for any reason, including excused or unexcused absences. The charts above show the percentage of students in Grades K-5 who were chronically absent.

Trend

The overall 2023-24 Chronic Absenteeism rate was 14%, which shows improvement over the last two years. Many subgroups also show a decrease in Chronic Absenteeism. Note: for this metric, a decrease indicates improvement.

Progress towards new 3x5 target

Overall, students did not meet the 3% improvement goal in 2024-25. The following focal groups met the 5% improvement goal: Black/African American students nearly met the goal with a decrease of 4%, students receiving Special Education Services (decrease of 10%), Socioeconomically Disadvantaged students (decrease of 9%), English Learners (decrease of 10%), and students receiving Free/Reduced Lunch (decrease of 12%).