2025-2026 Data Newsletter: LONGFELLOW MIDDLE

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 (Star) and non-assessment data (like chronic absenteeism and suspension).

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. Individual school newsletters can be found on the school website pages. Follow link to your school here: https://www.berkeleyschools.net/schools/

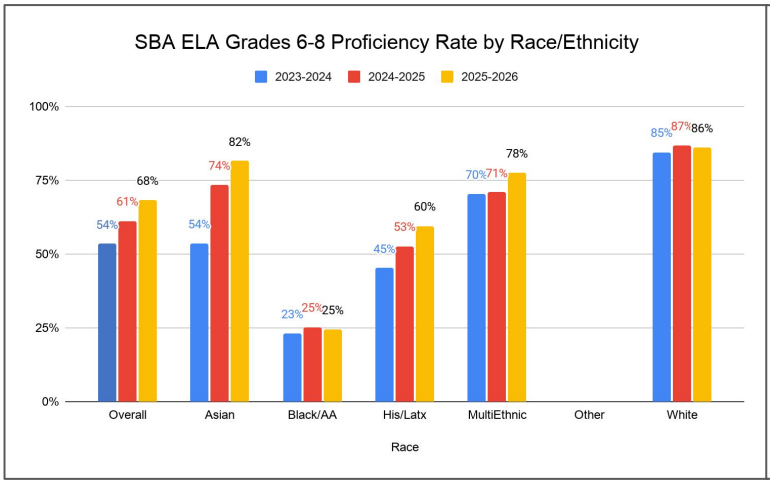
DEMOGRAPHICS Grades 6-8

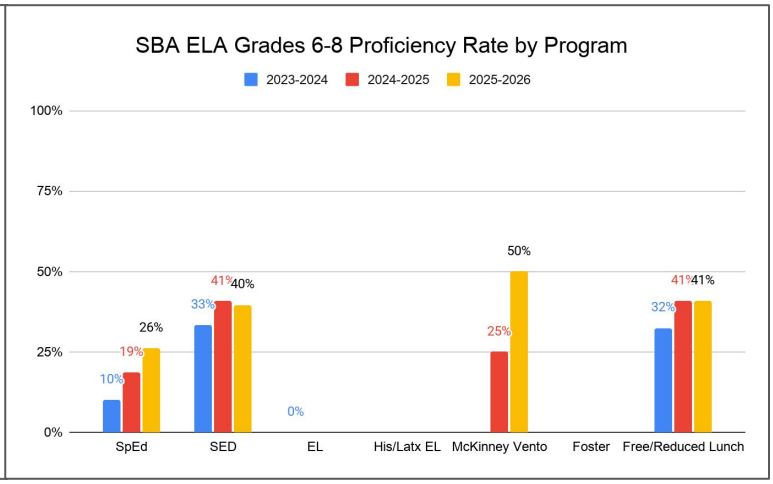
Program abbreviations key: EL (English Learner), SED (Socio-Economically Disadvantaged), SpEd (Special Education), McKinney Vento (students experiencing housing insecurity)
Race/ethnicity note: "Other" includes Filipino, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and 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
'23-'24	442	6.9% (28)	23.5% (86)	40.1% (174)	10.0% (45)	1.8% (7)	17.7% (102)	19.2% (85)	45.9% (203)	4.1% (18)	2.9% (13)	1.6% (7)	0.2% (1)	46.4% (205)
'24-'25	462	6.3% (35)	19.5% (80)	39.4% (150)	10.2% (55)	1.6% (9)	23.1% (133)	16.2% (75)	45.0% (208)	3.0% (14)	1.1% (5)	2.2% (10)	0.0% (0)	44.6% (206)
'25-'26	508	7.6% (40)	17.3% (62)	32.5% (157)	11.9% (69)	1.9% (10)	28.8% (170)	15.2% (77)	32.3% (164)	3.0% (15)	2.0% (10)	2.6% (13)	0.2% (1)	30.3% (154)

What is it?
The Demographics table shows our school's 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 6-8





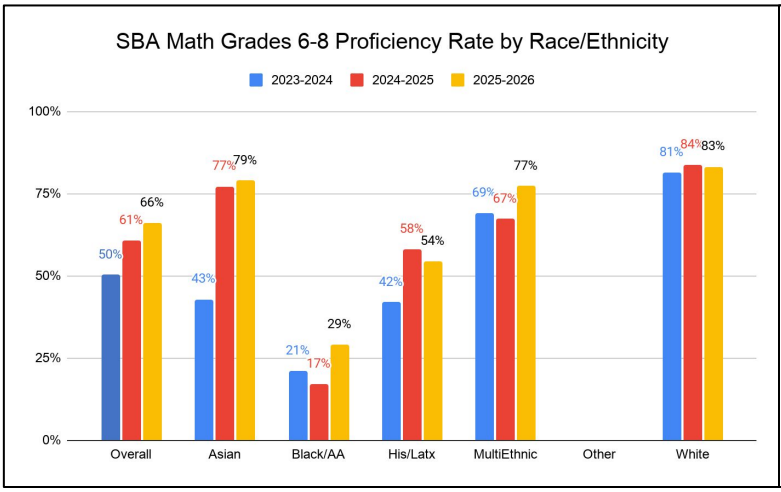
What is it?
The Smarter Balanced Summative Assessment for English Language Arts (SBA for ELA) is the annual state standardized literacy test administered each Spring to students in Grades 3-8 and 11. It measures proficiency on the California Common Core State Literacy (Reading and Writing) Standards. The charts above show the percentage of students in Grades 6-8 who showed proficiency (Met or Exceeded Standard) in literacy.

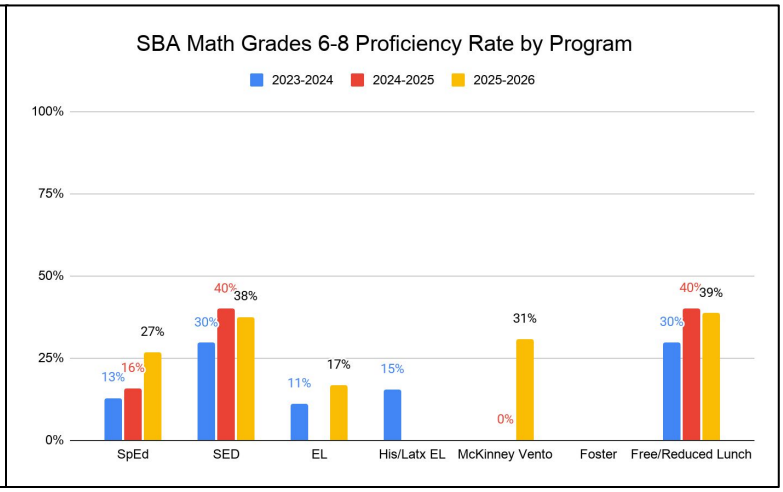
Performance Trend
At Longfellow, the proficiency rate on the SBA for ELA increased from 61% to 68% from 24-25 to 25-26.

Progress towards new 3x5 target

Overall Longfellow students met the 3% improvement goal in 2025-26. ELA scores at Longfellow have increased for 3 consecutive years. The following focal groups met the 5% improvement goal: Homeless students (25% point increase), Latinx students (7% point increase), and Special Education students (7% point increase).

SMARTER BALANCED ASSESSMENT (SBA) - MATH Grades 6-8





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 6-8 who showed proficiency (Met or Exceeded Standard) in math.

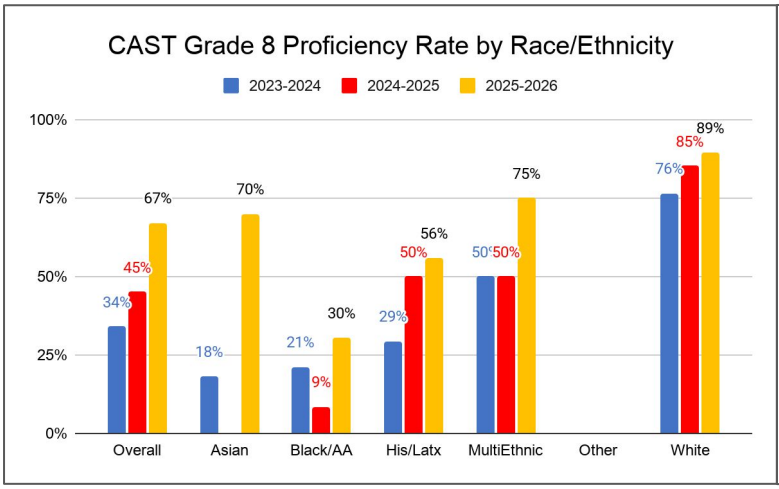
Performance Trend

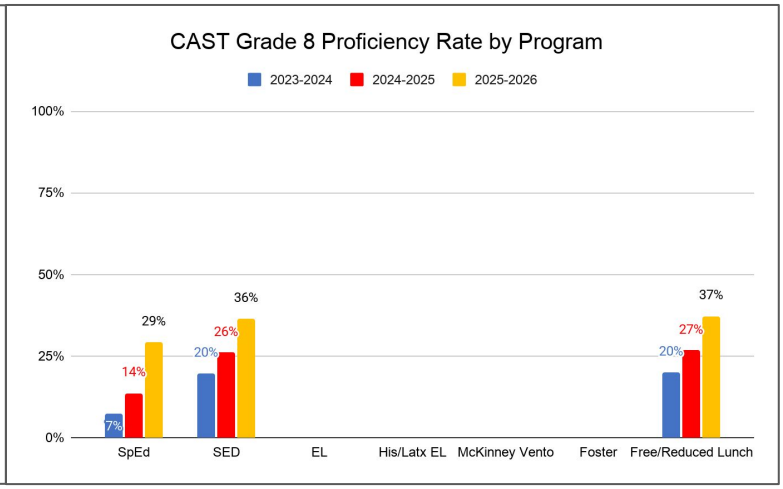
At Longfellow, the proficiency rate on the SBA for Math increased from 61% to 66% from 24-25 to 25-26.

Progress towards new 3x5 target

Students at Longfellow met the 3% improvement goal in 2025-26 by increasing proficiency by 11%. The Math score has been increased for 3 consecutive years. The following focal groups met the 5% improvement goal: Black/AA students(12% point increase), Special Education Students(11% point increase),and Homeless students (31% point increase).

CALIFORNIA SCIENCE TEST (CAST) - Grade 8





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 8 who showed proficiency (Met or Exceeded Standard) in science.

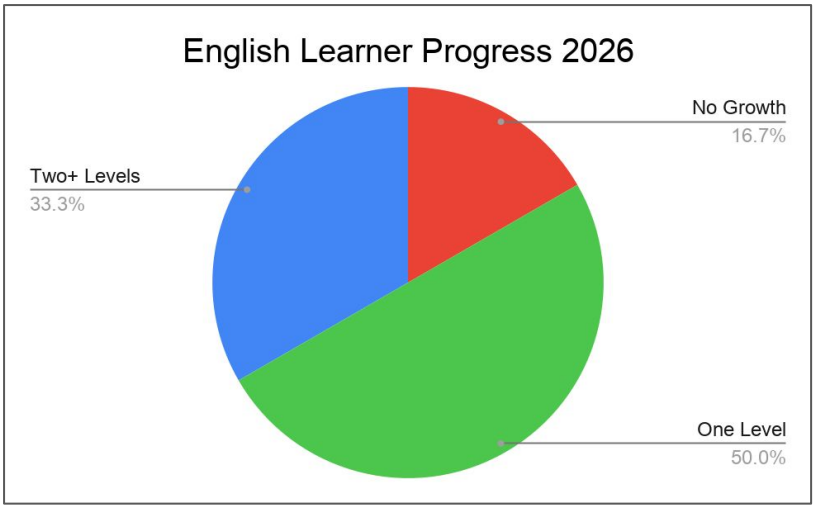
Performance Trend

At Longfellow, the proficiency rate on the CAST has increased significantly from the prior year, from 45% to 67%.

Progress towards new 3x5 target

Overall, Longfellow students met the 3% improvement goal in 2025-26 with an increase of 12%. The following focal groups met the 5% improvement goal: Latinx, Black/AA, Socioeconomically Disadvantaged students, students receiving Free/Reduced Lunch, and Special Education students.

ENGLISH LEARNER PROGRESS INDICATOR (ELPI) Grades 6-8*



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.

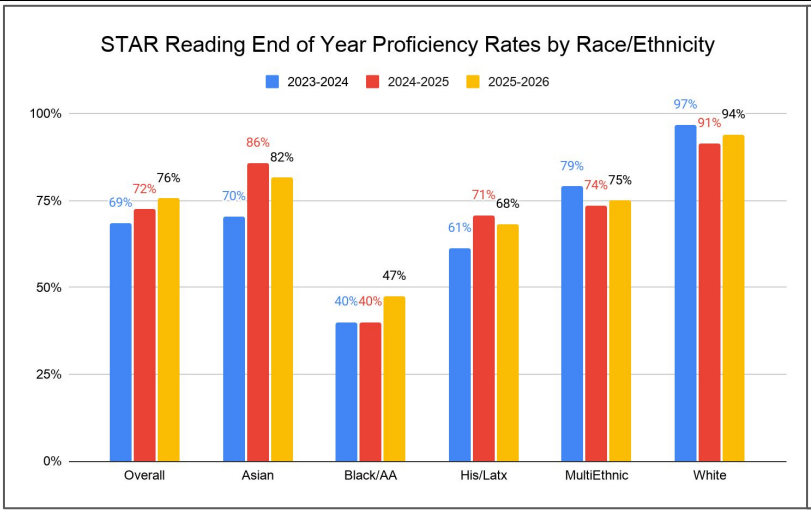
The English Learner Progress chart shows:

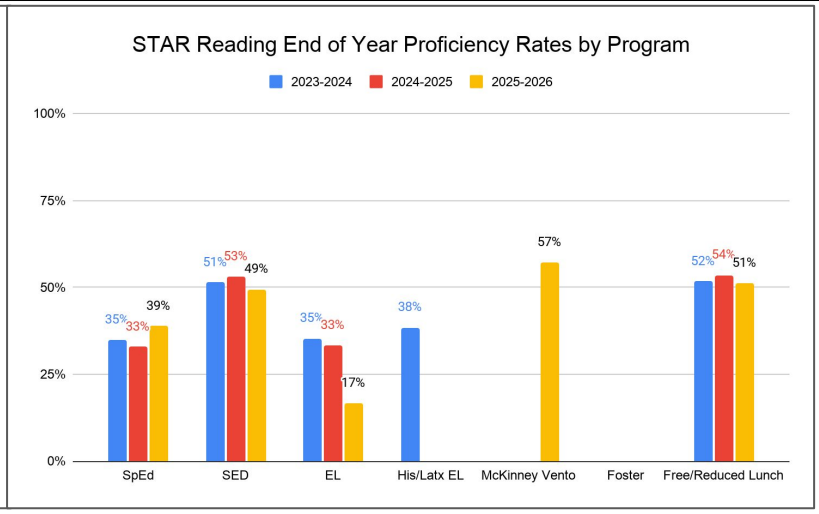
- The percentage of students who stayed at the same ELPI level or went down (**"No Growth"**)
- The percentage of students who advanced one ELPI level (**"One Level"**)
- The percentage of students who advanced more than one ELPI level (**"Two+ Levels"**)
- The percentage of students who stayed at the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

Performance Trend

83.3% of English Learners in Grades 6-8 met the state growth goals of improving 1 or more levels or remaining at Level 4. The California Data Dashboard categorizes 65% or greater as "Very High" growth.

STAR READING SCORES Grades 6-8





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 6-8 who reached proficiency (At or Above Benchmark) on the Star Reading test at the end of each school year.

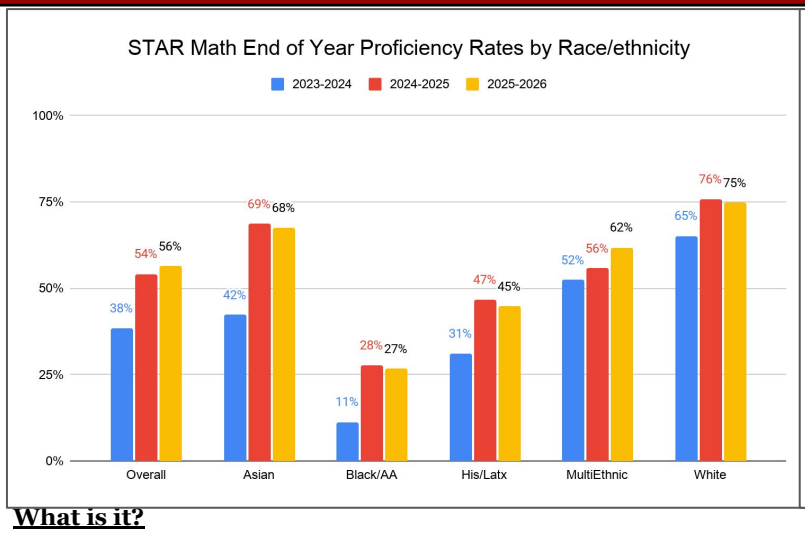
Performance Trend

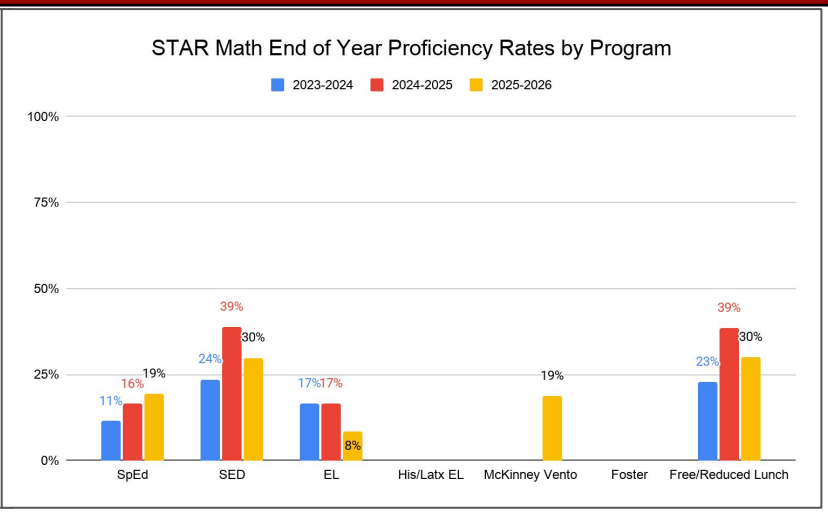
Overall Spring proficiency rates on STAR Reading have increased by 4% from previous year.

Progress towards new 3x5 target

Longfellow students met the 3% improvement goal. The following focal groups met the 5% improvement goal: Black/AA (increased by 7% point)

STAR MATH SCORES Grades 6-8





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 6-8 who reached proficiency (At or Above Benchmark) on the Star Math test at the end of each school year.

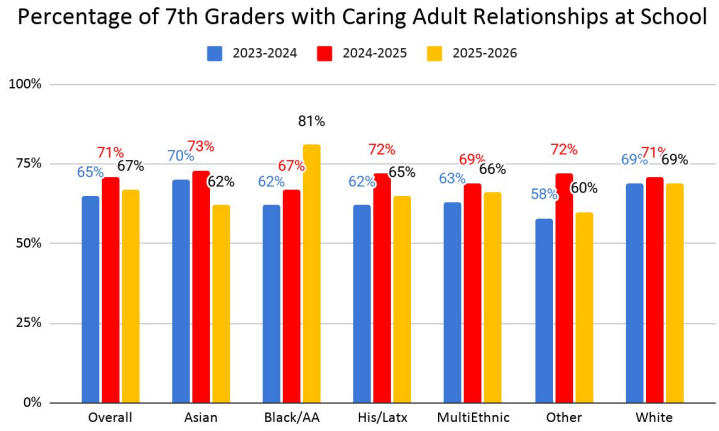
Performance Trend

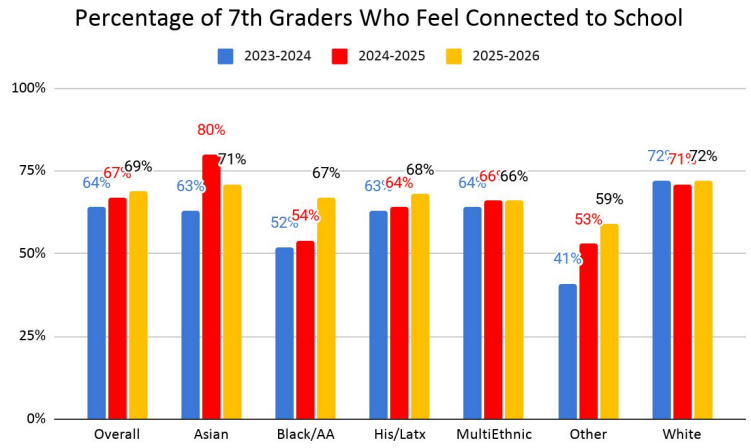
Overall Spring proficiency rates on Star Math have increased by 2% since last year and by 28% over the last two years.

Progress towards new 3x5 target

Longfellow students nearly met the 3% improvement goal in 2025-26 with a 2% point increase. 6th-8th grade students showed a 28% increase overall since 23-24. No focal groups met the 5% improvement goal this year.

CALIFORNIA HEALTHY KIDS SURVEY (CHKS) Grade 7





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 7th 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?

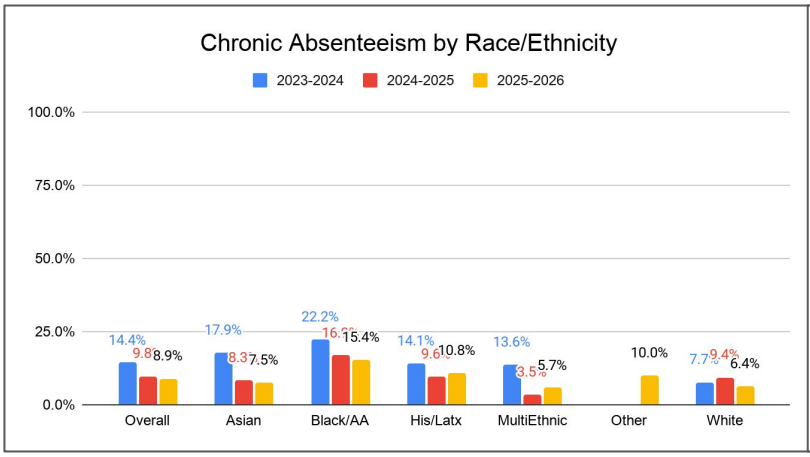
"School Connectedness"

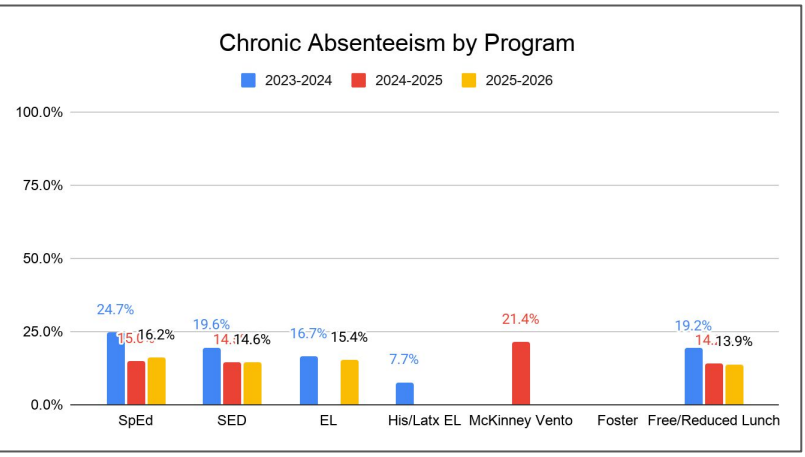
- Do you feel close to people at/from this school?
- Are you happy to be at/with this school?
- Do you feel like you are part of this school?
- Do teachers treat students fairly?
- Do you feel safe at school?

Trend

67% of 7th grade BUSD students who took this survey in Spring 2026 responded positively to the Caring Adult Relationships questions outlined above. Overall 69% of 7th grade BUSD students who took this survey in Spring 2026 responded positively to the School Connectedness questions.

CHRONIC ABSENTEEISM Grades 6-8





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 6-8 who were chronically absent.

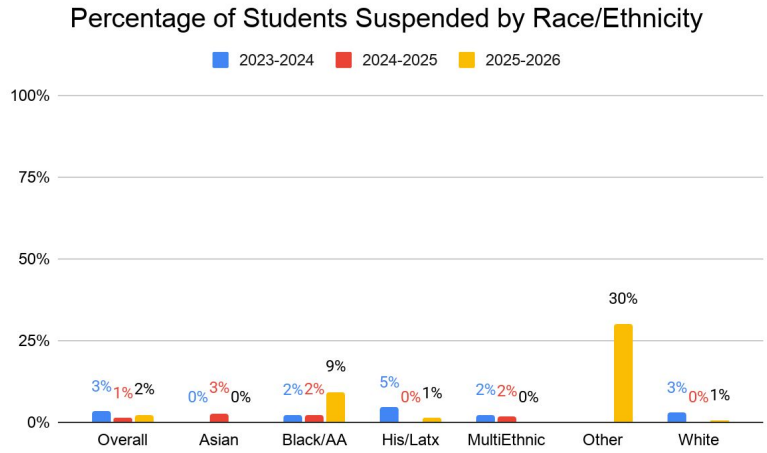
Trend

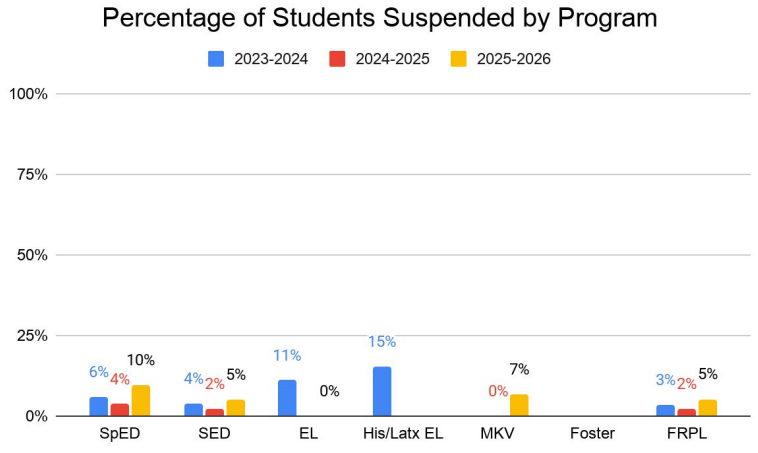
The 2025-26 chronic absenteeism rate was 8.9%, nearly a 1% point drop from 2024-25. Note: for this metric, a decrease indicates improvement.

Progress towards new 3x5 target

Overall, students didn't meet the 3% improvement goal but maintained at a steady level. No focal groups met the 5% improvement goal.

SUSPENSION DATA Grades 6-8





What is it?

Suspension means the removal of a student from ongoing instruction for adjustment purposes. Students who are suspended multiple times or for multiple days in one school year are only counted once. The charts above show the percentage of students suspended in Grades 6-8.

Trend

The percentage of students suspended has remained at the similar level over the last three years. Note: for this metric, a decrease indicates improvement.

District Goal

BUSD's LCAP goal is to maintain a suspension rate of less than 2% overall and for focal student groups. Overall, Longfellow met the 2% goal, the His/Latx, English Learner met the <2% goal. Black/AA student suspension rate increased 7% point compared to last year, maybe an area for continued attention.