2025-2026 Data Newsletter: SYLVIA MENDEZ ELEMENTARY

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. 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

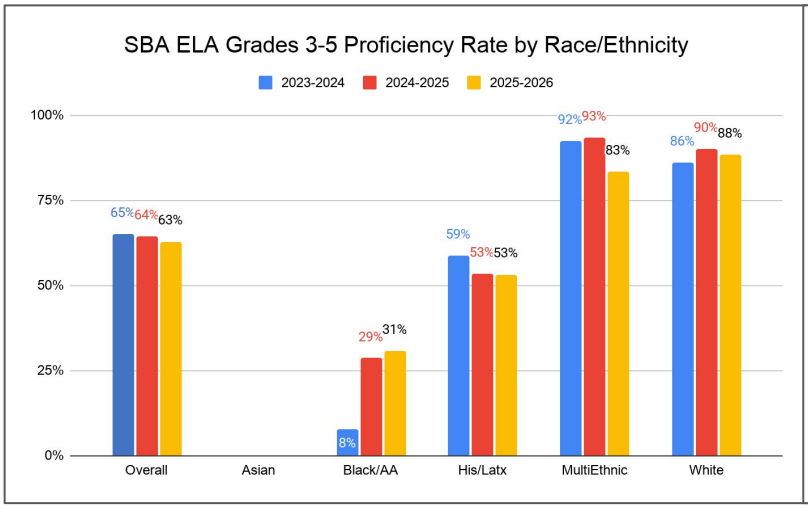
Program abbreviations key: EL (English Learner), SED (Socio-Economically Disadvantaged), SpEd (Special Education), McKinney Vento (students experiencing housing insecurity)
Race/ethnicity note: "Other" includes Filipino, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and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

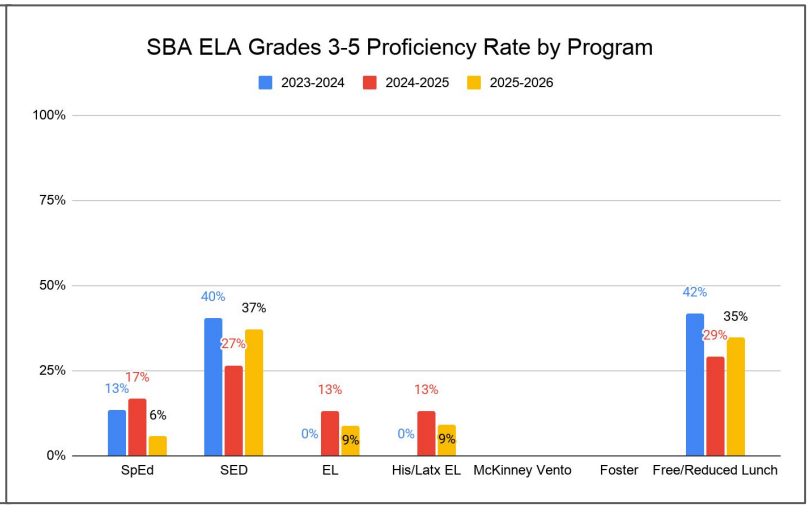
Year	Total	Asian	Black/ AA	His/ Latinx	Multi Ethnic	Other	White	SPED	SED	EL	His/Latx EL	McKinney Vento	Foster Youth	Free/Red. Lunch
'23-'24	386	0.0% (1)	7.7% (27)	60.7% (235)	7.9% (29)	0.3% (1)	23.5% (93)	6.9% (26)	28.0% (131)	21.9% (78)	19.8% (75)	3.2% (11)	0.0% (0)	27.4% (126)
'24-'25	379	0.0% ()	7.7% (29)	62.1% (230)	7.4% (30)	0.5% (1)	22.3% (89)	8.0% (26)	28.1% (106)	22.5% (83)	19.9% (75)	1.6% (12)	0.0% (0)	27.1% (104)
'25-'26	377	0.0% ()	7.7% (29)	62.1% (234)	7.4% (28)	0.5% (2)	22.3% (84)	8.0% (30)	28.1% (106)	22.5% (85)	19.9% (75)	1.6% (6)	0.0% (0)	27.1% (102)

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.

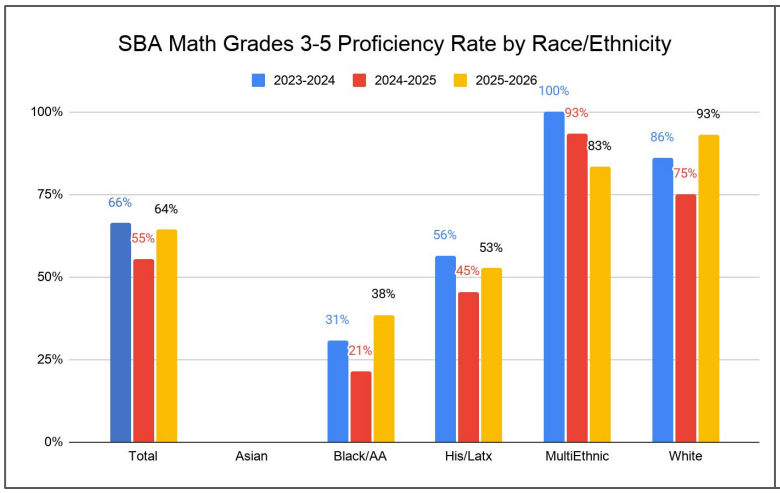
Performance Trend

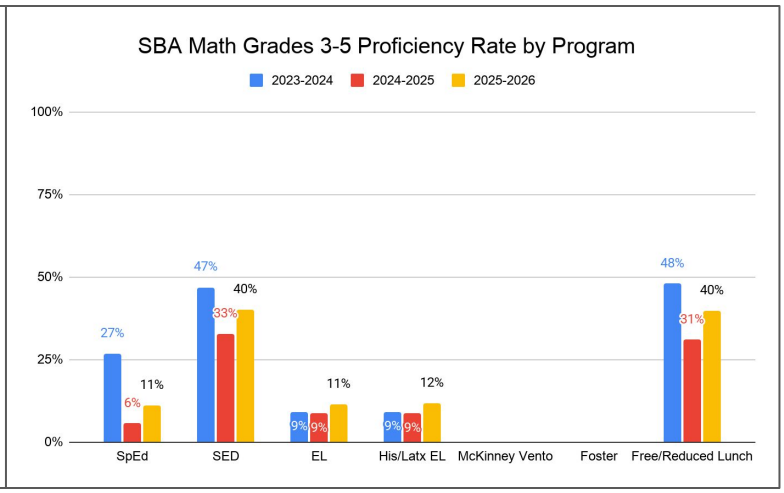
Overall 3rd-5th grade proficiency rates remained about the same from 2025-2026.

Progress towards new 3x5 target

Overall, students in Grades 3-5 did not meet the 3% improvement goal in 2025-2026. The following focal groups met the 5% improvement goal: Socioeconomic Disadvantaged students (10% points increase) and Free/Reduced Lunch students(6% points increase).

SMARTER BALANCED ASSESSMENT (SBA) - MATH Grades 3-5





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.

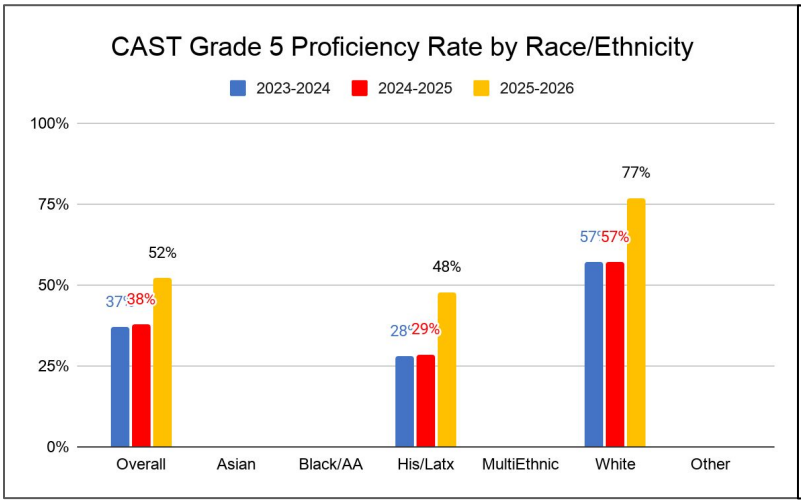
Performance Trend

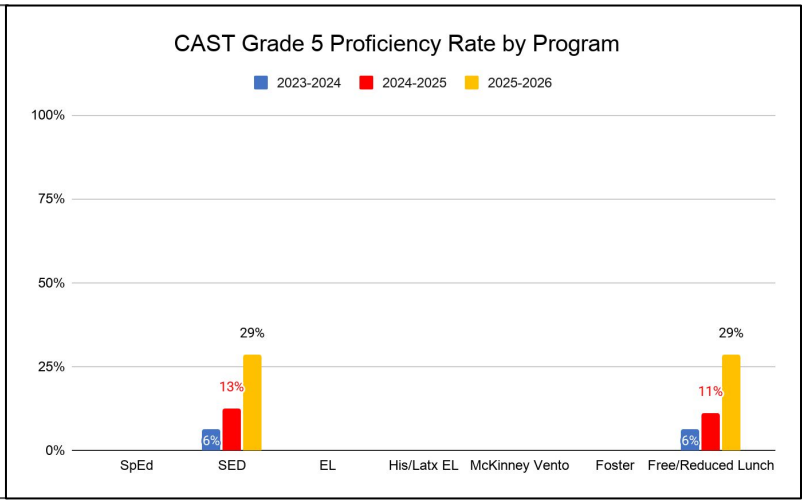
Overall 3rd-5th proficiency rates increased by 9% points from 2024-2025 to 2025-2026,

Progress towards new 3x5 target

Overall, students in Grades 3-5 met the 3% improvement goal in 2025-26. The following focal groups met the 5% improvement goal: Black/AA students (increased by 17% points), His/Latx students (increased by 8% points), Special Education students (increased by 5% points), Socioeconomic Disadvantaged students (increased by 7% points), and Free/Reduced Lunch students (increased by 9% points)

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 5th grade proficiency rates increased by 14% points from 24-25 to 25-26.

Progress towards new 3x5 target

Overall, students in Grade 5 metthe 3% improvement goal in 2025-26. Of the reportable focal groups, the following met the 5% improvement goal: His/Latx (increased 19% points), Socioeconomically Disadvantaged students (increase of 16% points) and students who qualified for free and reduced lunch (increase of 18% points).

ENGLISH LEARNER PROGRESS INDICATOR (ELPI) Grades 1-5*

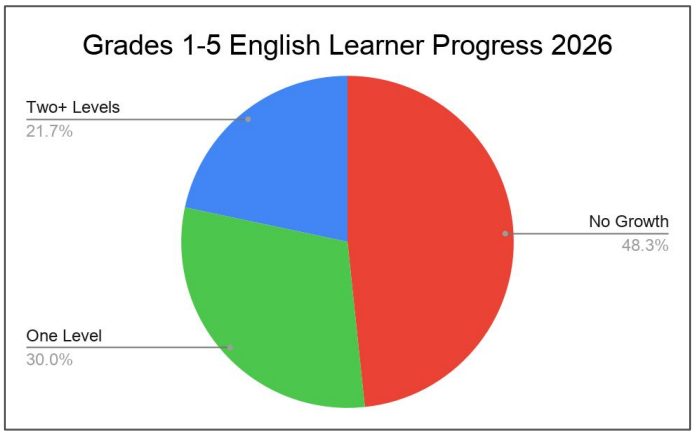
What is it?

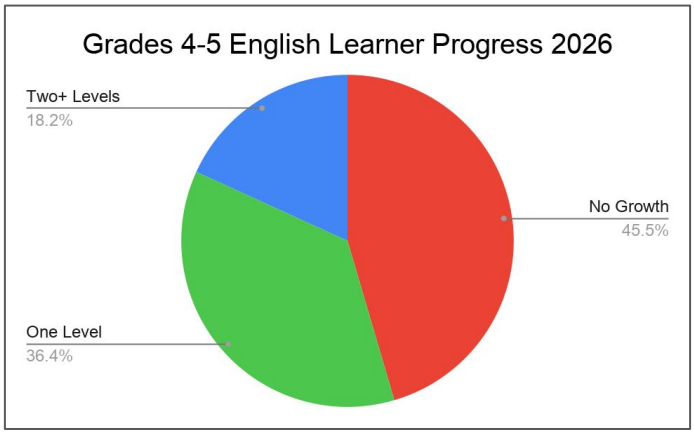
The ELPI levels show student progress toward English language proficiency for our multilingual students. The ELPI Levels are based on the ELPAC (English Language Proficiency Assessments for California). The goal is for English Learners to improve one level or more annually.

*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"**)

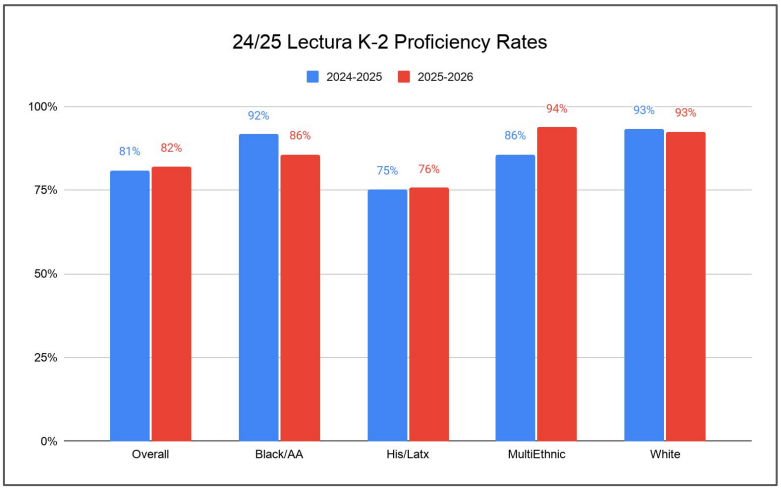


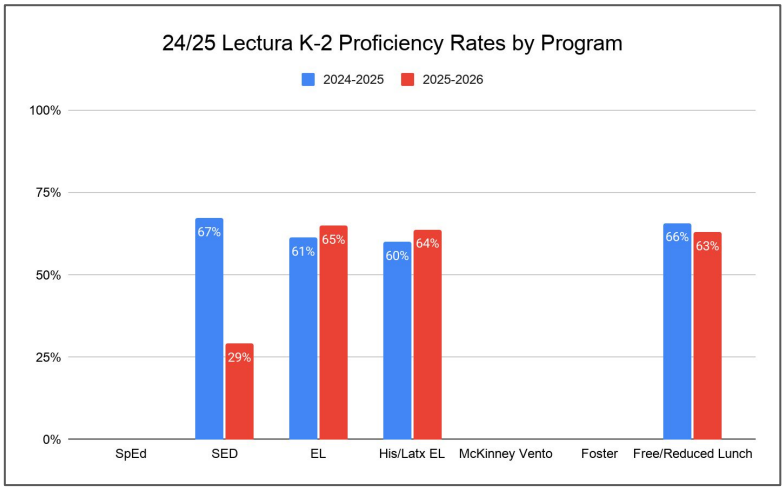


Performance Trend

51.7% 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 45% TO 54.9% as "Medium" growth. However, this does not take into account that students at Sylvia Mendez are learning two languages. Among 4th and 5th graders, who receive more instruction in English, 54.5% of English Learners met the state growth goal, also falls into the "Medium" growth category.

DIBELS LECTURA SCORES Grades K-2





What is it?

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Lectura is a Spanish literacy screening assessment that is a measure of students' foundational reading skills. At Sylvia Mendez, this screener is administered three times per year (Fall, Winter, Spring) to students in Grades K-2. The charts above show the percentage of students in Grades K-2 who reached proficiency (At or Above Benchmark) in Spanish foundational reading skills at the end of each school year, as determined by their composite score.

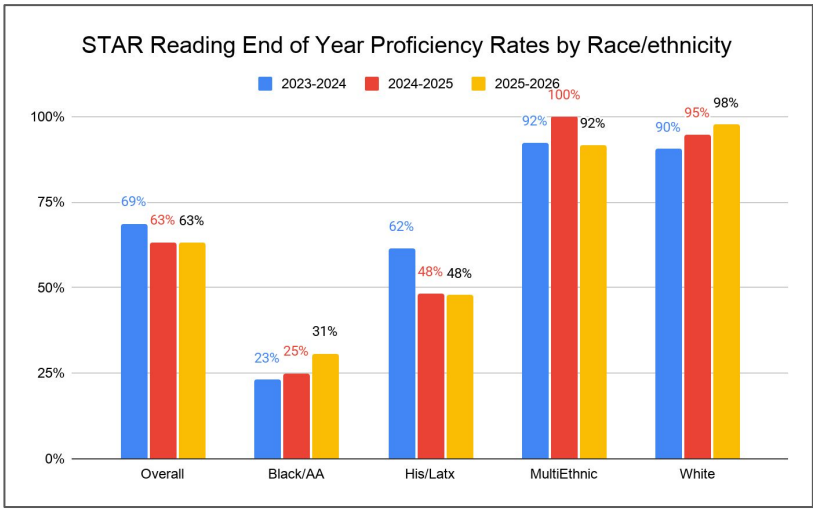
Performance Trend

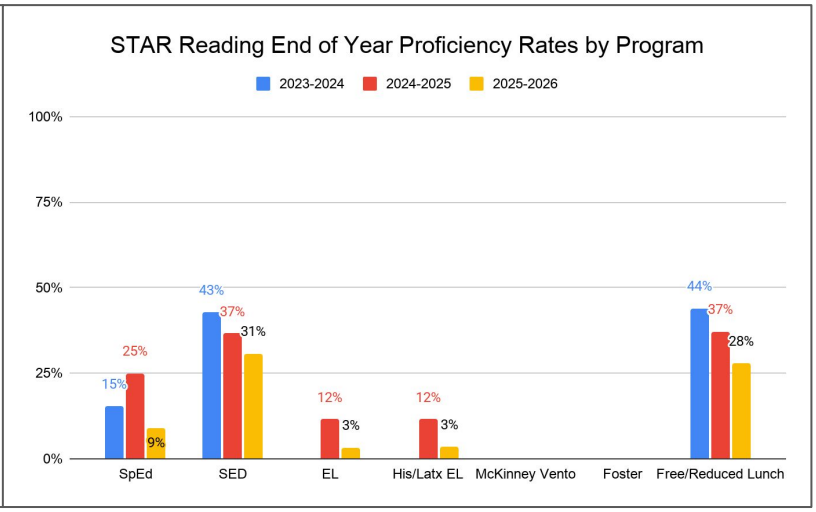
Overall K-2 Spring proficiency rates for Lectura (Spanish assessment) improved by 1% from beginning of year to end of year.

Progress towards new 3x5 target

Overall, students in Grades K-2 didn't meet the 3% improvement goal in 2025-26, but maintained at the same level as last year. No focal groups met the 5% improvement goal. English Learners and His/Latx English Learners nearly met the goal with 4% point increase.

STAR READING SCORES Grades 3-5





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.

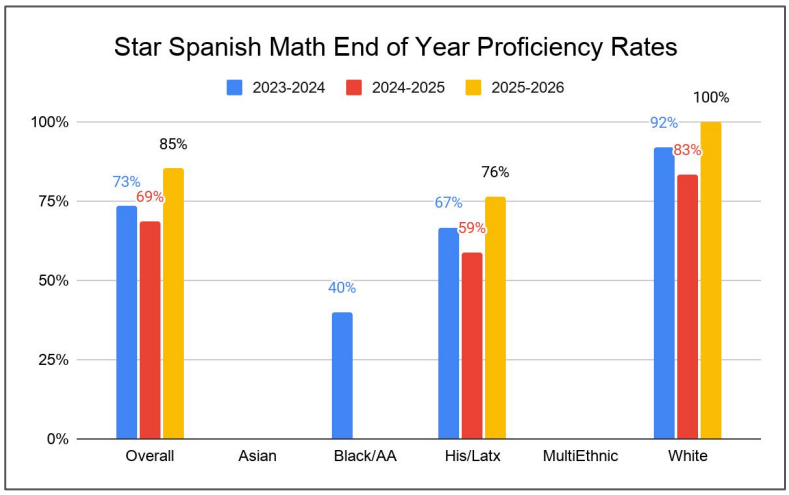
Performance Trend

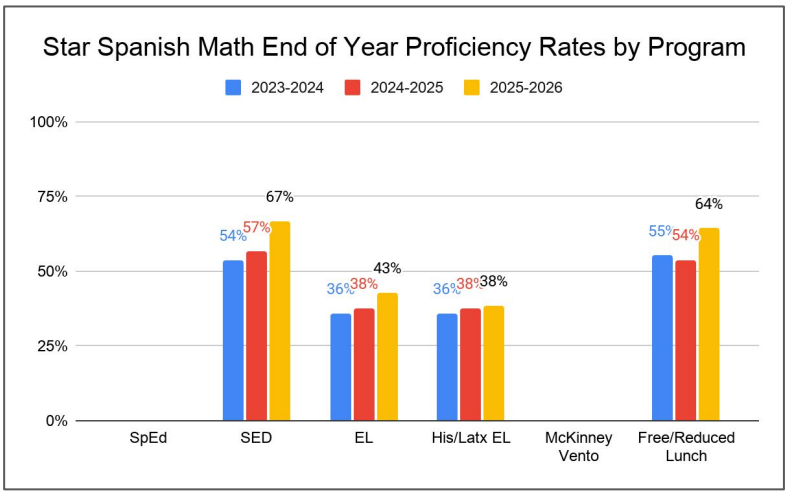
Overall Spring proficiency for Grades 3 to 5 remained unchanged from the previous year at 63% in 2025 to 26.

Progress towards new 3x5 target

Students in Grades 3-5 did not meet the 3% improvement goal. The following focal group met the 5% improvement goal: Black/AA students (increase of 6% point).

STAR MATH SPANISH SCORES Grades 3-4





What is it?

Star Math Spanish is a nationally normed computer adaptive math screening assessment that measures students' math achievement in Spanish. At Sylvia Mendez, this screener is administered three times per year (Fall, Winter, Spring) for students in Grades 3-4. The charts above show the percentage of students in Grades 3-4 who reached proficiency (At or Above Benchmark) on the Star Math Spanish test at the end of each school year.

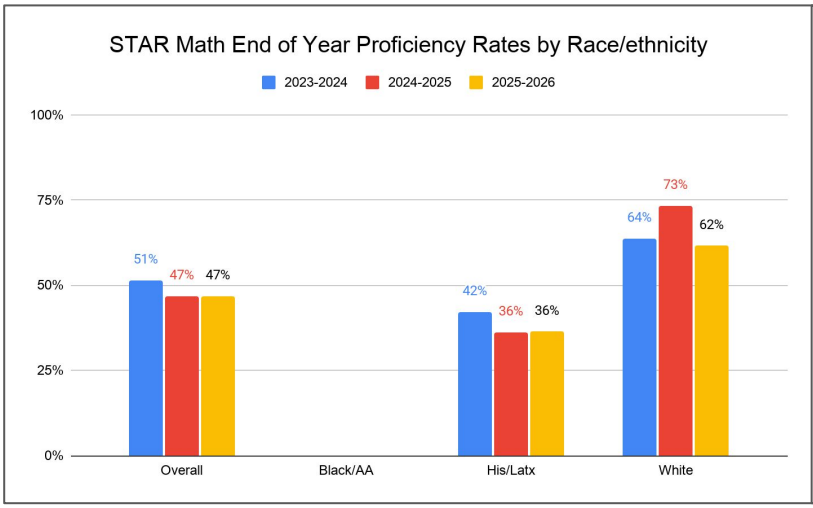
Performance Trend

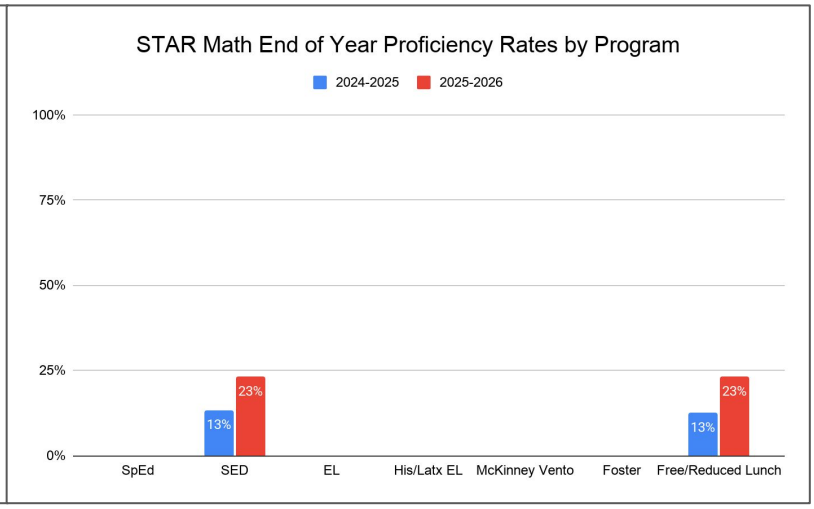
Compared to 2024–2025, the overall proficiency rates increased by 16% in 2025-26.

Progress towards new 3x5 target

Overall, students in Grades 3-4 exceeded the 3% improvement goal in 2025-26. The following focal groups met the 5% improvement goal: SED students (10% point increase), EL students (5% point increase), and students who qualify for free or reduced lunch (10% point increase).

STAR MATH SCORES Grade 5





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. At Sylvia Mendez, this screener is administered three times per year (Fall, Winter, Spring) for students in Grade 5. The charts above show the percentage of students in Grades 5 who reached proficiency (At or Above Benchmark) on the Star Math test at the end of each school year.

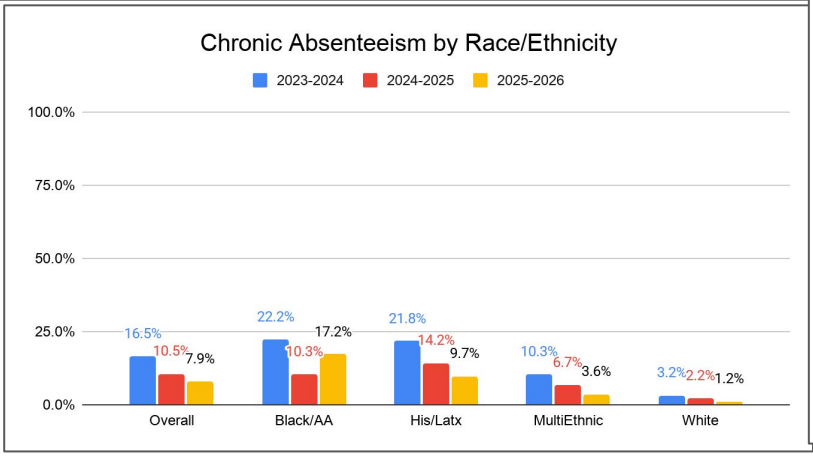
Performance Trend

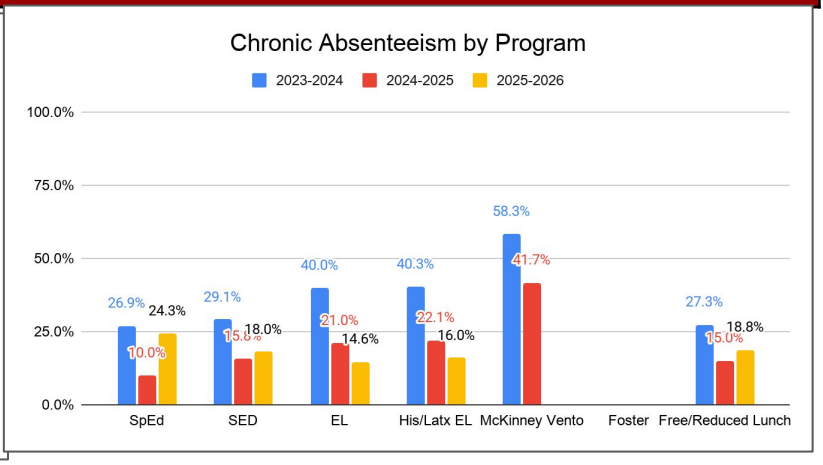
Overall 5th Grade Spring proficiency rates remained unchanged from the previous year at 47% in 2025 to 26.

Progress towards new 3x5 target

Overall, students in 5th grade did not meet the 3% improvement goal in 2025–26. No reportable focal groups met the 5% improvement goal.

CHRONIC ABSENTEEISM Grades K-5





What is it?

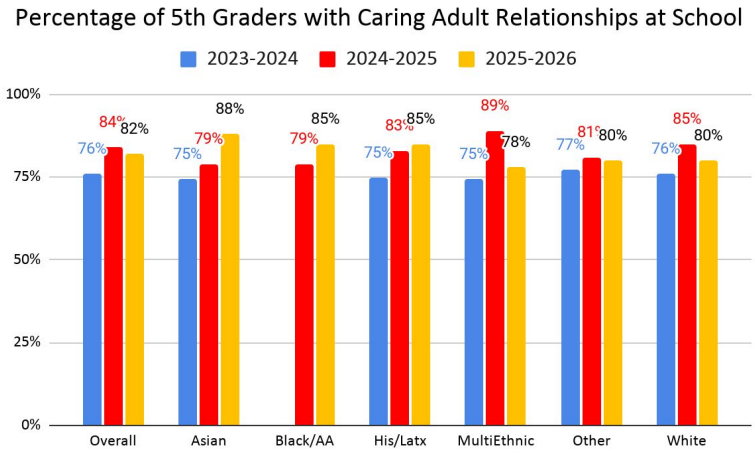
Students are considered chronically absent when they miss 10% or more of the days that they are enrolled in school for any reason, including excused or unexcused absences. The charts above show the percentage of students in Grades K-5 who were chronically absent.

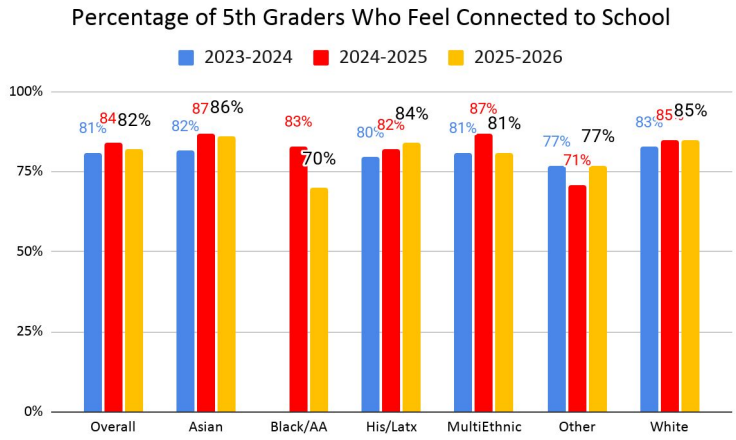
Trend

The 2025-26 chronic absenteeism rate was 7.9%, a 2.6% point reduction from the previous year. Note: for this metric, a decrease indicates improvement.

Progress towards new 3x5 target

Overall, students nearly met the 3% improvement goal in 2025-26 with a 2.6% point reduction. English Learners met the 5% improvement goal (6.4% point decrease) and Hist/Latx EL (6.1% point decrease). His/Latx students came close to meeting the improvement goal with a 4.5% point decrease.





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

82% of 5th grade BUSD students who took this survey in Spring 2026 responded positively to the Caring Adult Relationships questions outlined above.

Overall 82% of 5th grade BUSD students who took this survey in Spring 2026 responded positively to the School Connectedness questions.