

State Assessment Results

September 2022



Sonoma Valley Unified School District

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Source: <https://caaspp-elpac.cde.ca.gov/>

Opening Remarks: Context for Considering State Scores

- Scores are a preliminary releases from CDE and remain “embargoed” for local district use only, awaiting official release
- Spring 2022 performance reflects COVID impact and lack of full-time, in-person instruction between March 2020 and August 2021
- English language arts (ELA) scores of 3rd-5th grades do not reflect cumulative impact of systematic instruction in Wonders-Maravillas, nor the Walk to Read impact, as both programs started in person 2021-2022, impacting our current 1st grade students
- Scores of students in mathematics do reflect cumulative instruction in both Bridges and CPM; however, it is difficult to assess the short- and long-term impact of remote and hybrid instruction on students’ performance in mathematics
- Scores on the CAASPP Mathematics and California Science Test (CAST) are likely impacted by students’ literacy skills

California Assessment of Student Progress and Performance (CAASPP)

Spring 2019 and Spring 2022



California Assessment of
Student Performance and Progress

Local Control Accountability Plan Targets: CAASPP

INCREASE the percentage of students in grades 3-8 and 11 who meet or exceed proficiency levels on the English Language arts and mathematics assessments.

When CA Dashboard data are available, we expect to see growth in Dashboard “color” by subgroup. Target: All groups “green” or “blue.”

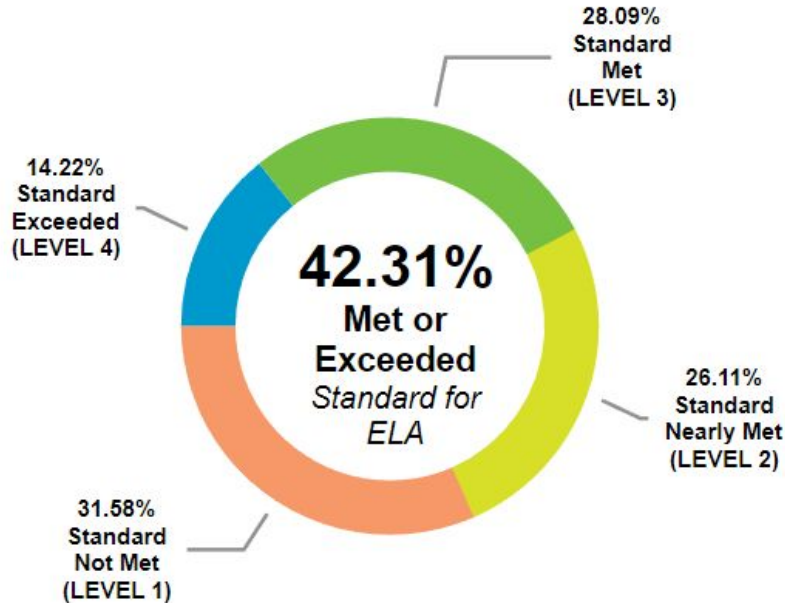
- Red to Orange, Orange to Yellow, Yellow to Green, Green to Blue



English Language Arts (ELA) Spring 2019 & Spring 2022

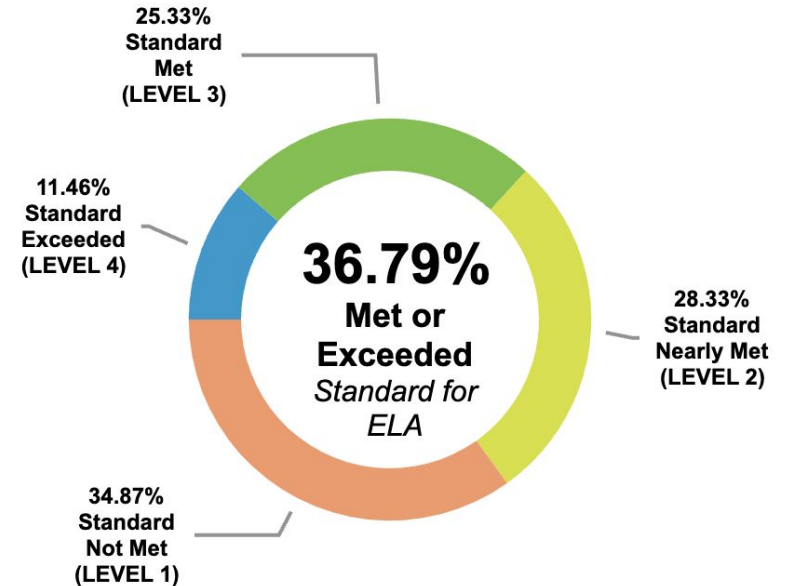
Spring 2019

Percent of students within each achievement level



Spring 2022

Percent of students within each achievement level



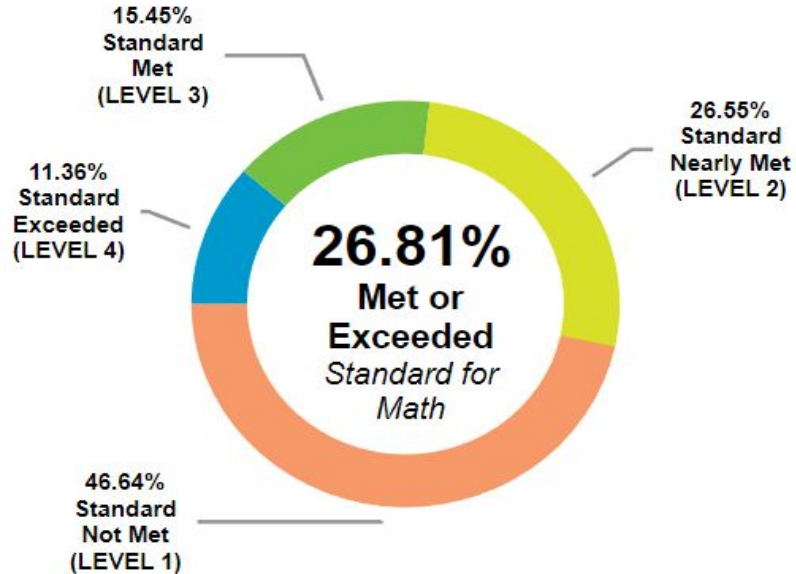
Grade Level Comparison 2019 & 2022: ELA

English Language Arts		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Spring 2019 (1,978)	% Exceeded	15.45% (38)	13.77% (38)	13.86% (37)	9.36% (25)	12.25% (37)	13.25% (40)	20.89% (66)
	% Met	13.82% (34)	21.01% (58)	27.72% (74)	23.60% (63)	38.08% (115)	34.77% (105)	33.54% (106)
	Combined	29.27% (72)	34.78% (96)	41.58% (111)	32.96% (88)	50.33% (152)	48.02% (145)	54.43% (172)
Spring 2022 (1,667)	% Exceeded	10.10% (20)	15.71% (31)	9.50% (19)	5.93% (14)	12.11% (30)	6.59% (13)	19.16% (55)
	% Met	17.17% (34)	19.52% (40)	22.62% (48)	23.31% (49)	31.25% (79)	25.97% (62)	33.10% (94)
	Combined	27.27% (54)	35.23% (71)	32.12% (67)	29.24% (63)	43.36% (109)	32.56% (75)	52.26% (149)

Mathematics Spring 2019 & Spring 2022

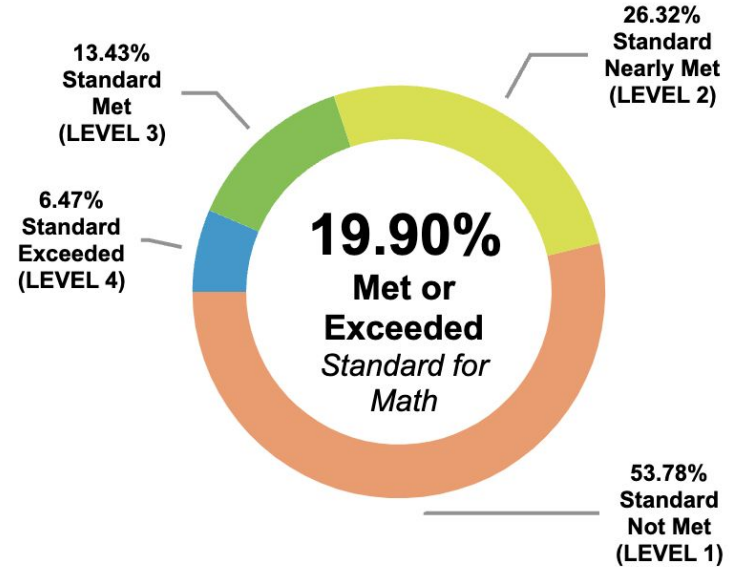
Spring 2019

Percent of students within each achievement level



Spring 2022

Percent of students within each achievement level



Grade Level Comparison 2019 & 2022: Mathematics

Mathematics		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Spring 2019 (1,981)	% Exceeded	10.12% (25)	10.75% (30)	10.78% (29)	5.24% (14)	14.57% (44)	14.00% (42)	12.93% (41)
	% Met	21.46% (53)	16.13% (45)	11.90% (32)	12.36% (33)	18.54% (56)	13.33% (40)	14.83% (47)
	Combined	31.58% (78)	26.88% (75)	22.68% (61)	17.60% (47)	33.11% (100)	27.33% (82)	27.76% (88)
Spring 2022 (1,669)	% Exceeded	8.00% (16)	9.48% (20)	4.48% (10)	3.81% (9)	7.06% (17)	7.42% (12)	5.57% (16)
	% Met	27.00% (50)	15.64% (31)	11.21% (25)	7.20% (14)	12.94% (34)	10.94% (25)	11.85% (35)
	Combined	35.00% (66)	25.12% (51)	15.69% (35)	11.01% (23)	20.00% (51)	18.36% (37)	17.42% (51)

Performance by Race: White

White Students	English Language Arts	Mathematics
Performance Level	% Met or Exceeded	% Met or Exceeded
2019 (627)	65.34% (338)	45.29% (284)
2022 (479)	56.16% (269)	37.66% (180)
Difference	-9.18%	-7.63%

Performance by Ethnicity: Latinx

Latinx Students	English Language Arts	Mathematics
Performance Level	% Met or Exceeded	% Met or Exceeded
2019 (1,232)	29.74% (366)	16.32% (201)
2022 (1,125)	27.38% (308)	11.79% (133)
Difference	-2.36%	-4.53%

Performance by Economic Status

Economic Status	Economically Disadvantaged 2019:(1,318) 2022: 986		Non-Economically Disadvantaged 2019:(663) 2022: 680	
	English Language Arts	Mathematics	English Language Arts	Mathematics
Performance Level	% Met or Exceeded	% Met or Exceeded	% Met or Exceeded	% Met or Exceeded
2019	28.99% (382)	15.94% (210)	68.57%(455)	48.41% (321)
2022	27.59% (272)	12.50% (123)	50.15% (342)	30.45% (207)
Difference	-1.40%	-3.44%	-18.42%	-17.96%

Performance by Disability Status

Reported Disability Status	Students with Reported Disabilities 2019: 329 2022: 280		Students with No Reported Disabilities 2019: 1,647 2020: 1,386	
	English Language Arts	Mathematics	English Language Arts	Mathematics
Performance Level	% Met or Exceeded	% Met or Exceeded	% Met or Exceeded	% Met or Exceeded
2019	11.24% (37)	6.11% (20)	48.52% (800)	30.9% (509)
2022	9.64% (27)	3.59% (11)	42.28% (586)	23.18% (321)
Difference	-1.6%	-2.52%	-6.24%	-7.72%

Performance by Language Status

Language Status	Enrolled in US Schools 12 Months or More 2019: 508 2022: 441		Reclassified English Learners 2019: 603 2022: 517		Fluent English Proficient 2019: 11 2022: 31	
	English Language Arts	Mathematics	English Language Arts	Mathematics	English Language Arts	Mathematics
Performance Level	% Met or Exceeded	% Met or Exceeded	% Met or Exceeded	% Met or Exceeded	% Met or Exceeded	% Met or Exceeded
2019	8.66% (45)	5.3% (27)	44.95% (271)	23.9% (144)	54.02% (6)	34.5% (4)
2022	8.61% (38)	3.63% (16)	40.82% (211)	16.11% (83)	45.16% (14)	25.81% (8)
Difference	-.05%	-1.67%	-4.13%	-7.79%	-8.86%	-8.69%

Reflections: CAASPP

ELA 2019 v. 2022:

Overall decline: 5.5 percentage points

Grade 3, 4, 6, and 11 more or less “maintained”

Grades 5, 7, and 8 had declines in excess of 7 percentage points

Math 2019 v. 2022:

Overall decline: 7 percentage points

Grade 3, 4, 6, and 11 more or less “maintained”

Grades 5, 7, and 8 had declines in excess of 7 percentage points

With the exception of grade 3, which grew 4 percentage points, all other grades had a decline (range from approximately 2 to 10 percentage points)

Reflections: CAASPP

All student groups demonstrated declines from 2019 to 2022.

The decline of White students was approximately four times that of the Latinx students in ELA. The decline of Latinx students was approximately 60% of the White students.

Economically disadvantaged students declined approximately 1% in ELA and 3% in math, compared to 18% in ELA and math for students who are not economically disadvantaged.

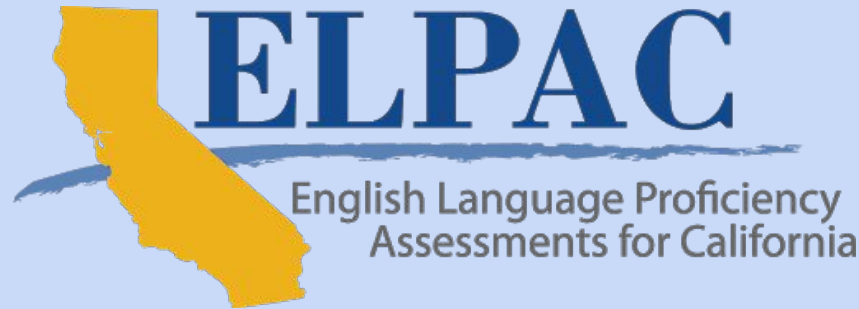
Students with disabilities declined approximately 2% in ELA and 3% in math, compared to 6% and 8% respectively for students with no reported disabilities.

The lowest decline was for English learners; however, English learners baseline CAASPP scores were already low.

Reclassified English learners had a smaller decline than native English speakers and fluent English proficient students, approximately 50% less in ELA.

Summative English Language Proficiency Assessments for CA (ELPAC)

Spring 2019 and Spring 2021



Local Control Accountability Plan Targets: ELPAC

Decrease the percentage of English learners who fall at levels one or two in the Summative ELPAC

75% or more of English learners will achieve levels 3 or 4 in the oral language domain and 50% of English learners will achieve levels of 3 or 4 in the written language domain.

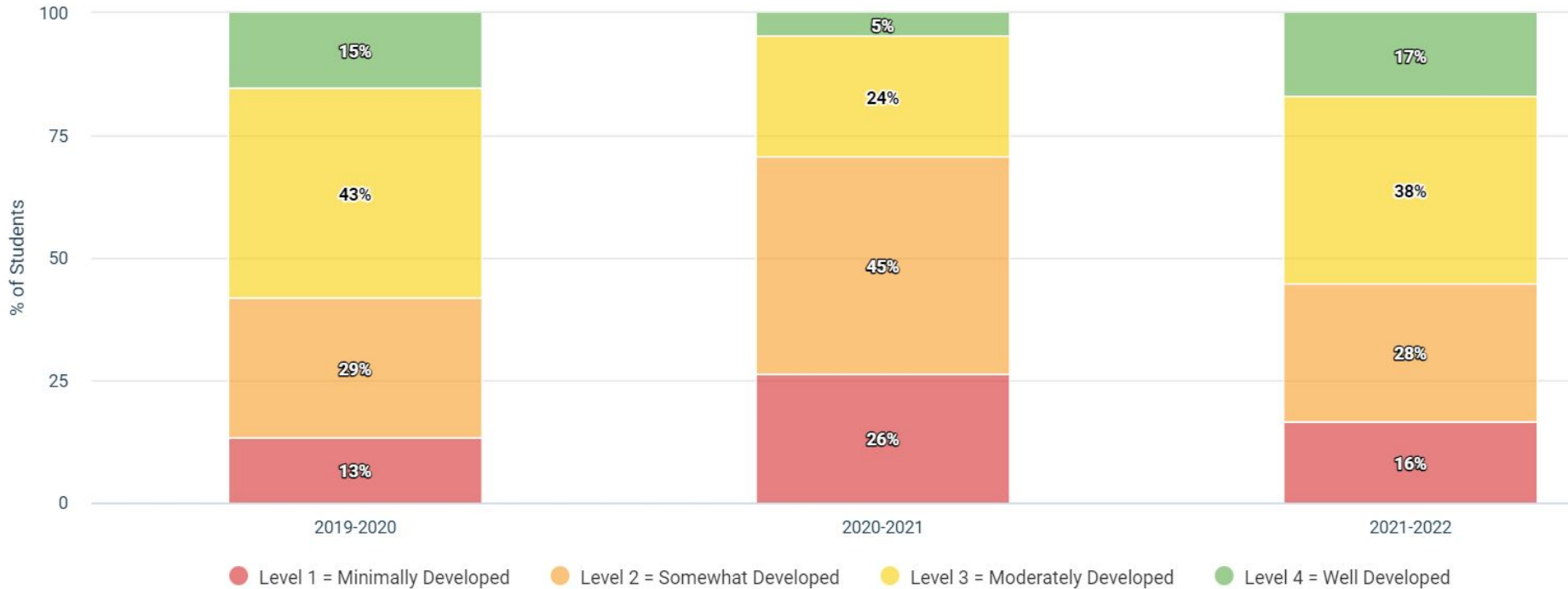
Note: These measures will be adjusted when the annual growth measure for individual English learners is reported by the State.

ELPAC Performance Level Descriptors

Reporting Level Descriptors

Level	Description
4	Students at this level have well developed English skills. <ul style="list-style-type: none">• They can usually use English to learn new things in school and to interact in social situations.• They may occasionally need help using English.
3	Students at this level have moderately developed English skills. <ul style="list-style-type: none">• They can sometimes use English to learn new things in school and to interact in social situations.• They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
2	Students at this level have somewhat developed English skills. <ul style="list-style-type: none">• They usually need help using English to learn new things at school and to interact in social situations.• They can often use English for simple communication.
1	Students at this level are at a beginning stage of developing English skills. <ul style="list-style-type: none">• They usually need substantial help using English to learn new things at school and to interact in social situations.• They may know some English words and phrases.

Summative ELPAC Overall Scores



Oral and Written Language Performance Levels

Oral Language: Percent Performing at Levels 3-4 and Levels 1-2

Levels	2018-2019	2021-2022
3 & 4	72%	74%
1 & 2	28%	26%

Written Language: Percent Performing at Levels 3-4 and Levels 1-2

Levels	2018-2019	2021-2022
3 & 4	38%	31%
1 & 2	62%	69%

LCAP Growth Targets: Oral language 75% of students meet 3 or 4 - Written language 50% of students meet levels 3 or 4.

Reflections: Summative ELPAC

Number of English learners in 2018-2019 was 1,012.

Number of English learners in 2021-2022 was 912.

Overall scores stayed similar in 2018-2019 and 2021-2022.

Percentage of students performing at or above proficiency in Oral Language has maintained over time and is close to the 2023-2024 LCAP target.

Percent of students performing at or above proficiency in Written Language has decreased 7 percent from 2018-2019 to 2021-2022.

Questions?