



2021-2022 State Assessment Data

(Smarter Balanced Assessments - SBA)

Board Presentation

October 26, 2022

Excellence • Equity • Engagement • Enrichment

*"You Can't Really Know
Where You Are Going
Until You Know Where
You Have Been"*

- Maya Angelou



Our Mission

Enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Excellence

Equity

Engagement

Enrichment



Outcomes

1 - Share overall district data for:

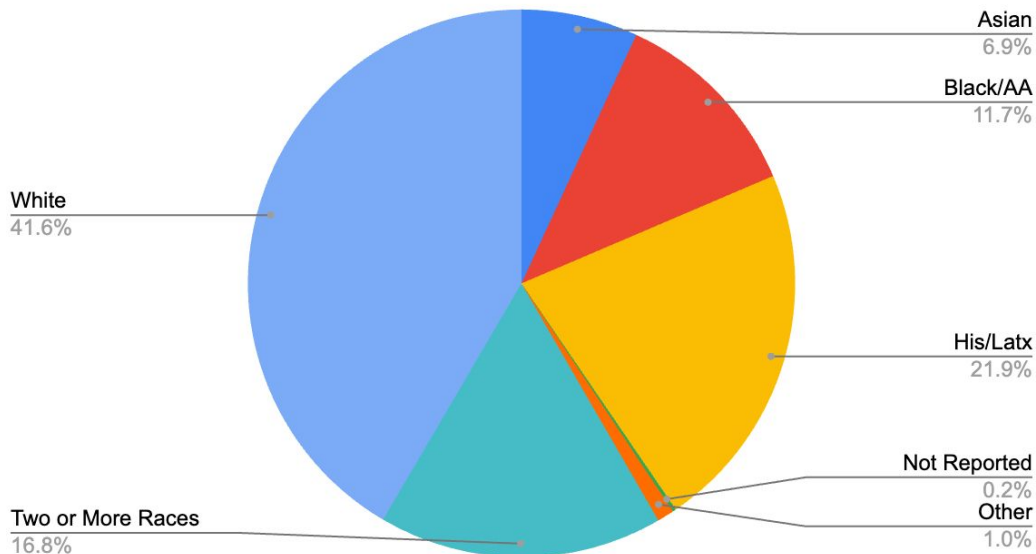
- Enrollment
- Attendance
- Graduation Rates
- Sense of Belonging (California Healthy Kids Survey)

2 - Share SBA data

3 - Provide information on accessing student results

Enrollment by Ethnicity 2022-2023

Total: 9,094 Students



Berkeley is a diverse school district. The largest single group represents only 41% of our current enrollment.

Our three largest groups are White, Black, and Hispanic/Latinx students. BUSD's student body represents a wide variety of races, ethnicities, and cultures.

7% of our students are English Learners, speaking a wide variety of different languages.

Source: 10/11 from Inf Campus TK-12, includes NPS

Attendance Rates (2021-2022)

	K	1st	2nd			6th	7th	8th	
Asian	94%	95%	96%		Asian	95%	96%	96%	
Black/AA	90%	90%	90%		Black/AA	90%	90%	90%	
Filipino	94%	95%	95%		Filipino	95%	96%	91%	
His/Latx	92%	93%	93%		His/Latx	93%	93%	92%	
Multiethnic	95%	93%	91%		Multiethnic	90%	91%	92%	
White	95%	95%	95%		White	95%	95%	95%	
Overall	93%	93%	93%		Overall	95%	95%	95%	
	3rd	4th	5th			9th	10th	11th	12th
Asian	96%	96%	96%		Asian	95%	94%	93%	90%
Black/AA	90%	91%	90%		Black/AA	87%	84%	84%	85%
Filipino	95%	96%	96%		Filipino	96%	93%	89%	89%
His/Latx	93%	94%	93%		His/Latx	92%	92%	90%	86%
White	95%	96%	95%		White	94%	94%	93%	88%
Multiethnic	91%	94%	95%		Multiethnic	88%	86%	87%	86%
Overall	94%	93%	94%		Overall	92%	91%	91%	87%

Source: Infinite Campus

Overall attendance rates are high. With overall attendance of above 90% across Grades K-11 and 87% in Grade 12.

Continued Focus: Chronic absenteeism within targeted subgroups

Chronic Absenteeism Rate

Homeless Youth 45.4%

African American 26.9%

Socioeconomically Disadvantaged 24.3%

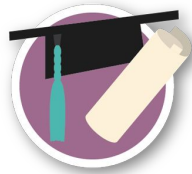
Students w/ Disabilities 23%

Foster Youth 23.1%

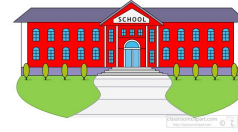
Graduation Rates

BUSD seniors of all races/ethnicities graduated at a high rate at the end of the 2021-2022 school year.

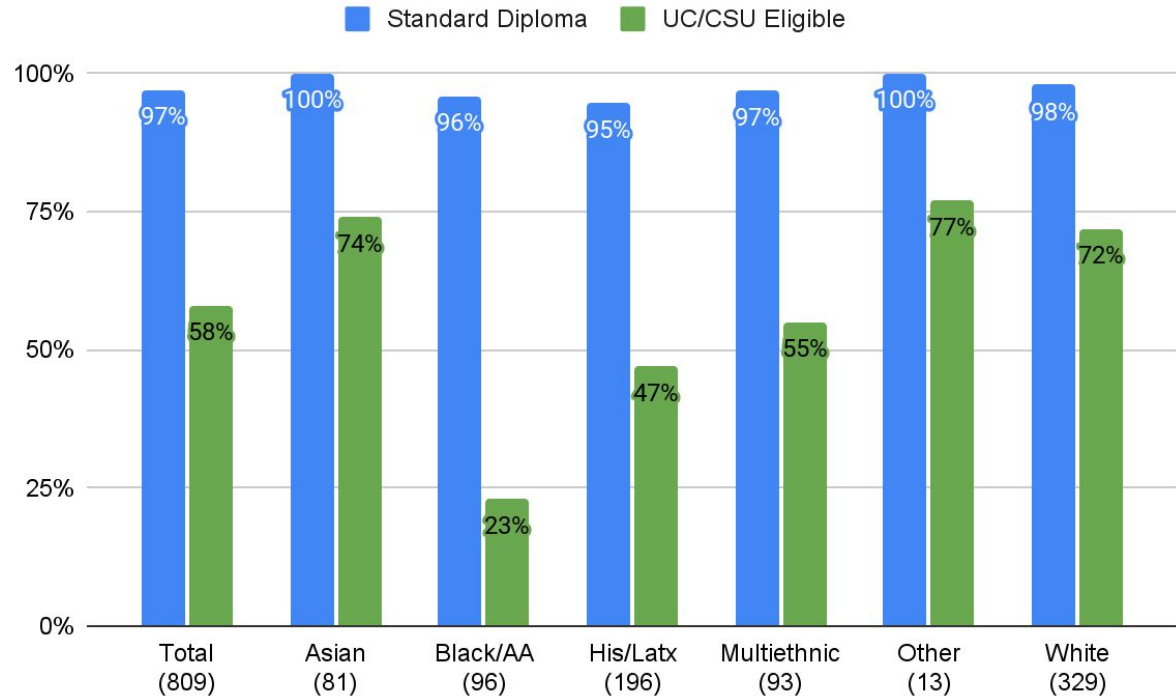
The percentage of students eligible to attend UCs and CSUs, however, was markedly lower, particularly for African American students.



97% of these students graduated with a High School Diploma in 2022.



58% graduated UC/CSU Eligible



5th, 7th, 9th, and 11th
Graders' sense of
belonging at school as
measured by the
California Healthy
Kids Survey (CHKS)

5th Grade School
Connectedness Questions:

Do you feel close to people
at/from this school?

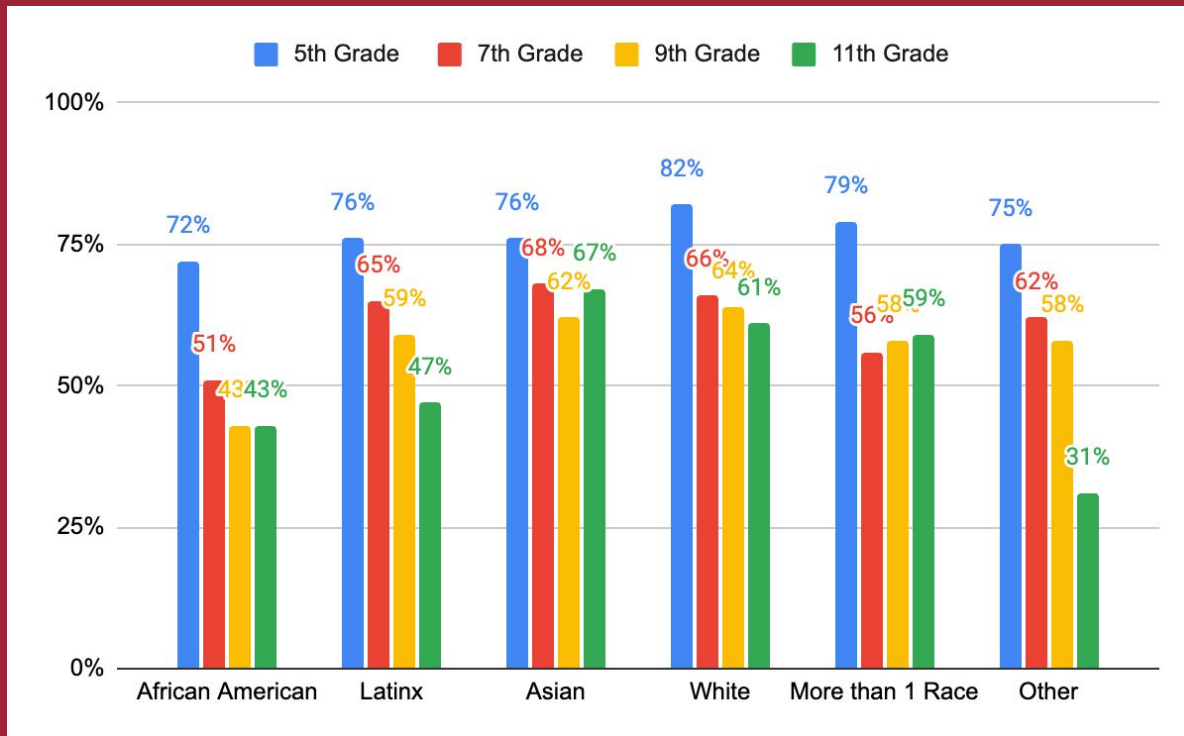
Are you happy to be at/with
this school?

Do you feel like you are part of
this school?

Do teachers treat students
fairly?

Do you feel safe at school?

CHKS Sense of Belonging: School Connectedness Measure



Source: California Healthy Kids Survey

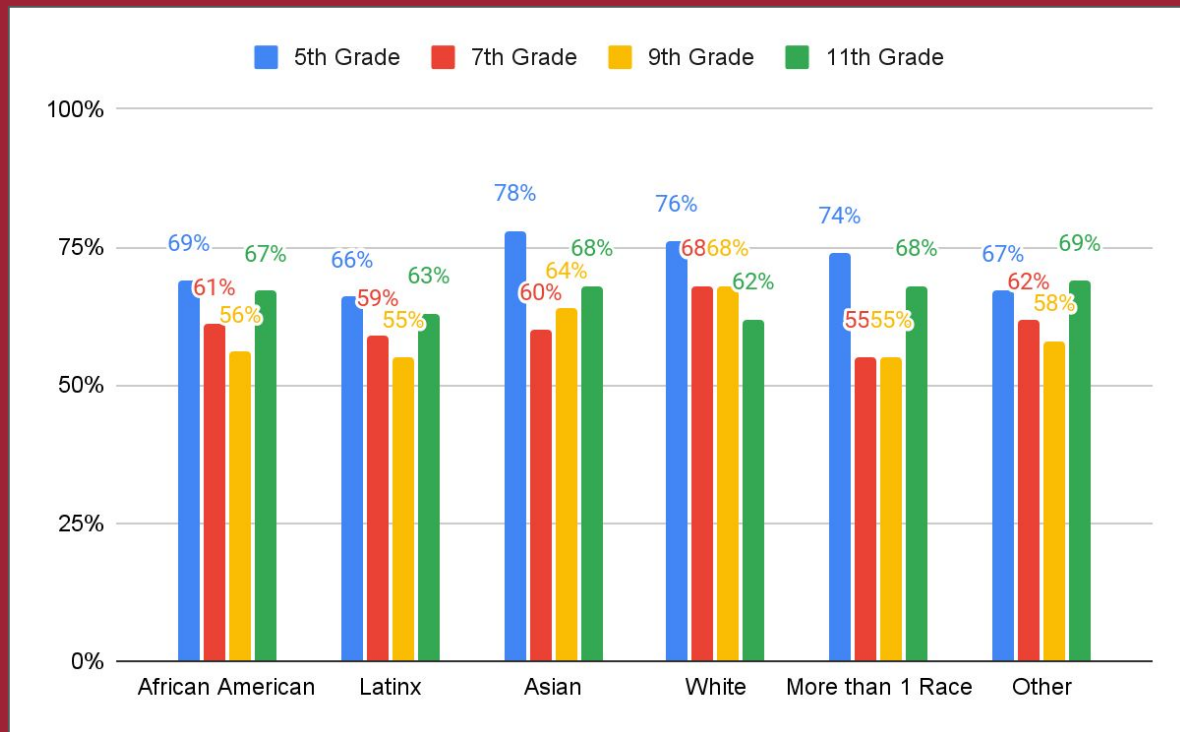
5th, 7th, 9th, and 11th Graders' sense of belonging at school as measured by the California Healthy Kids Survey (CHKS)

5th Grade Caring Adults in School Questions:

Do the teachers and other grown-ups at school...

- care about you?
- listen when you have something to say?
- make an effort to get to know you?

CHKS Sense of Belonging: Caring Adult Measure



Source: California Healthy Kids Survey

Smarter Balanced Assessment

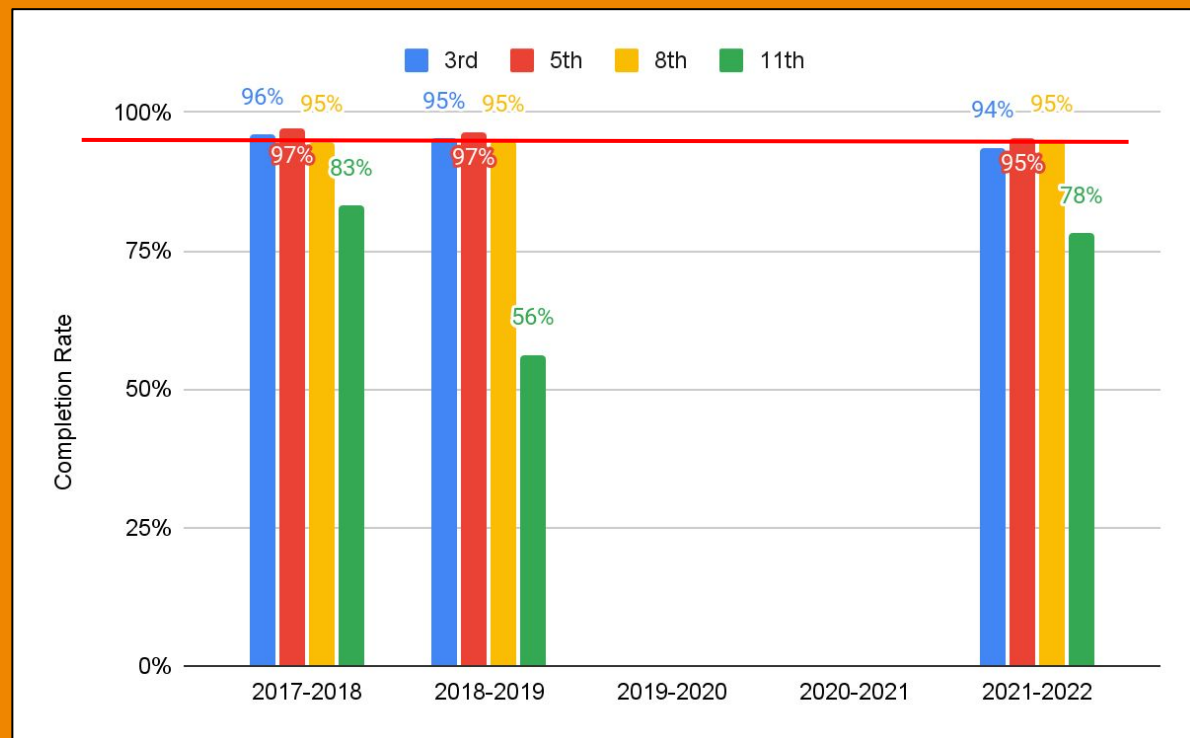


The Smarter Balanced Summative Assessment (SBA) is our statewide standardized test, given toward the end of each school year to 3rd-8th and 11th graders.

The SBA was not administered in 2019-2020 and 2020-2021 due to the pandemic

SBA Completion Rates

BUSD maintains successful completion rates of 95% or higher on the ELA portion of the Smarter Balanced Summative Assessment (SBA) in elementary and middle schools.



Source: [CAASPP CDE Reporting](#)

SBA ELA Completion Rates 2017-2018 to 2021-2022

Source: [CAASPP CDE Reporting](#)

Spotlights:

Six out of seven grades tested met or exceeded the state's 95% completion rate goal in 2017-2018 and 2018-2019.

Five out of seven grades tested met or exceeded the 95% completion rate goal in 2021-2022 (3rd-8th, and 11th).

Focus area:

Completion rates dip significantly in high school.

SBA ELA Completion Rates by Race/Ethnicity (2017-2018 to 2021-2022)

Number of students tested out of number of students enrolled

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	94% 339 out of 362 students	89% 304 out of 340 students			97% 402 out of 415 students
Black/Af.Am.	91% 709 out of 781 students	87% 643 out of 742 students			88% 545 out of 622 students
His/Lat.x	95% 1052 out of 1102 students	91% 1077 out of 1185 students			93% 955 out of 1066 students
Other	100% 40 out of 40 students	85% 39 out of 46 students			76% 55 out of 72 students
Multiethnic	96% 730 out of 760 students	91% 715 out of 784 students			91% 620 out of 684 students
White	95% 1934 out of 2043 students	91% 1835 out of 2020 students			93% 1746 out of 1879 students
BUSD Overall	94% 4812 out of 5098 students	90% 4614 out of 5139 students			92% 4373 out of 4738 students

Other = American Indian or Alaska Native, Filipino, Native Hawaiian or Pacific Islander

Source: [CAASPP CDE Reporting](#)

SBA ELA Completion Rates (2017-2018 to 2021-2022)

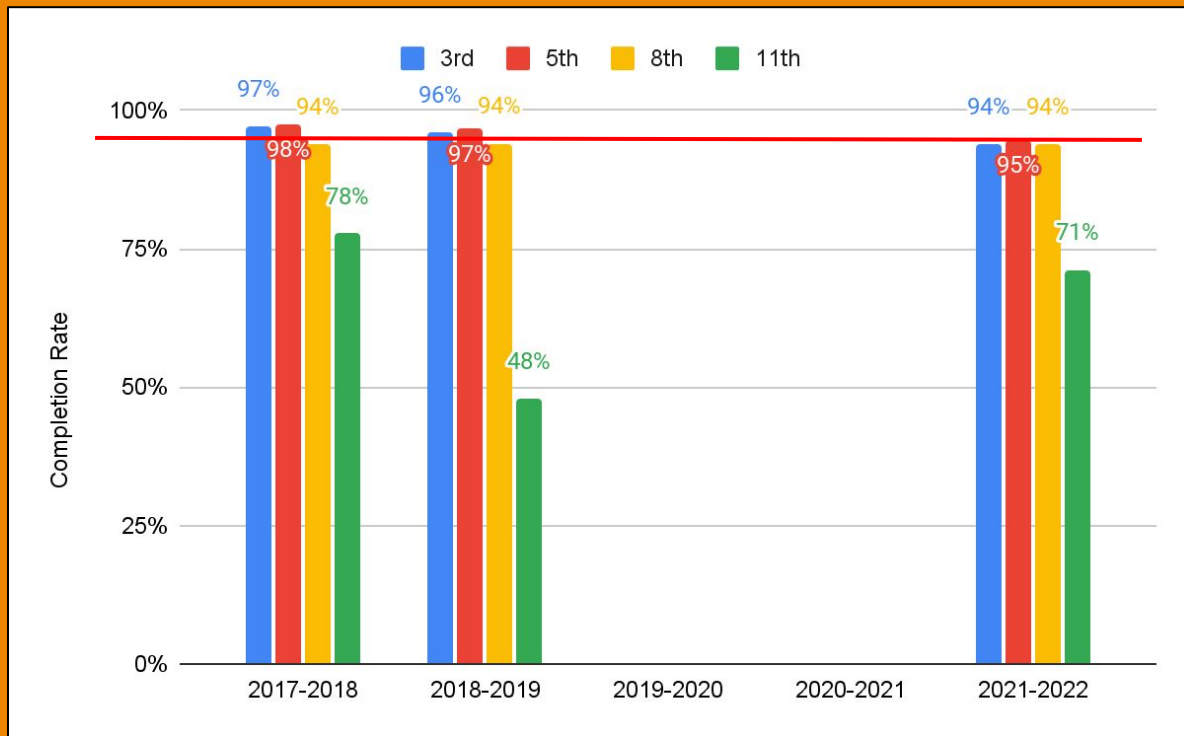
Number of students tested out of number of students enrolled

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Socio-Economically Disadvantaged (SED)	94% 1707 out of 1824 students	90% 1534 out of 1704 students			92% 1394 out of 1522 students
English Learner (EL)	93% 385 out of 416 students	88% 368 out of 418 students			91% 283 out of 311 students
Special Ed (SPED)	86% 479 out of 566 students	82% 532 out of 649 students			82% 487 out of 591 students
Homeless	<i>No data available</i>	83% 116 out of 139 students			83% 82 out of 99 students
Foster Youth	<i>No data available</i>	<i>No data available</i>			<10 <i>Can't report results</i>
BUSD Overall	94% 4812 out of 5098 students	90% 4614 out of 5139 students			92% 4373 out of 4738 students

Other = American Indian or Alaska Native, Filipino, Native Hawaiian or Pacific Islander

Source: [CAASPP CDE Reporting](#)

BUSD maintains successful completion rates of 95% or higher on the Math portion of the Smarter Balanced Summative Assessment (SBA) in elementary and middle schools.



Source: [CAASPP CDE Reporting](#)

SBA MATH Completion Rates 2017-2018 to 2021-2022

Source: [CAASPP CDE Reporting](#)

Spotlight:

Six out of seven grades tested met or exceeded the state's 95% completion rate goal in 2017-2018 and 2018-2019.

Focus Areas:

Completion rates on the math assessment are slightly lower than the ELA assessment

Completion rates dip significantly in high school.

SBA Math Completion Rates by Race/Ethnicity (2017-2018 to 2021-2022)

Number of students tested out of number of students enrolled

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	96% 348 out of 362 students	90% 307 out of 340 students			95% 395 out of 415 students
Black/Af.Am.	90% 699 out of 780 students	83% 636 out of 762 students			86% 534 out of 622 students
His/Lat.x	95% 1042 out of 1102 students	90% 1065 out of 1185 students			91% 973 out of 1066 students
Other	100% 28 out of 28 students	87% 40 out of 46 students			90% 65 out of 72 students
Multiethnic	96% 726 out of 760 students	90% 704 out of 784 students			90% 616 out of 684 students
White	94% 1925 out of 2043 students	89% 1796 out of 2020 students			91% 1716 out of 1879 students
BUSD Overall	94% 4784 out of 5097 students	89% 4549 out of 5139 students			91% 4299 out of 4738 students

Other = American Indian or Alaska Native, Filipino, Native Hawaiian or Pacific Islander

Source: [CAASPP CDE Reporting](#)

SBA Math Completion Rates (2017-2018 to 2021-2022)

Number of students tested out of number of students enrolled

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Socio-Economically Disadvantaged (SED)	93% 1701 out of 1823 students	89% 1522 out of 1704 students			91% 1380 out of 1522 students
English Learner (EL)	96% 398 out of 416 students	92% 384 out of 418 students			92% 285 out of 311 students
Special Ed (SPED)	86% 476 out of 555 students	81% 524 out of 649 students			80% 475 out of 591 students
Homeless	<i>No data available</i>	81% 113 out of 139 students			81% 80 out of 99 students
Foster Youth	<i>No data available</i>	<i>No data available</i>			*
BUSD Overall	94% 4784 out of 5097 students	89% 4549 out of 5139 students			91% 4299 out of 4738 students

* < 10 students tested

Source: [CAASPP CDE Reporting](#)

SBA Performance Data



Explanation of Terms: California State Test Scores

ELA = English Language Arts (Score of 1-4)

Reading · Writing · Listening · Research/Inquiry

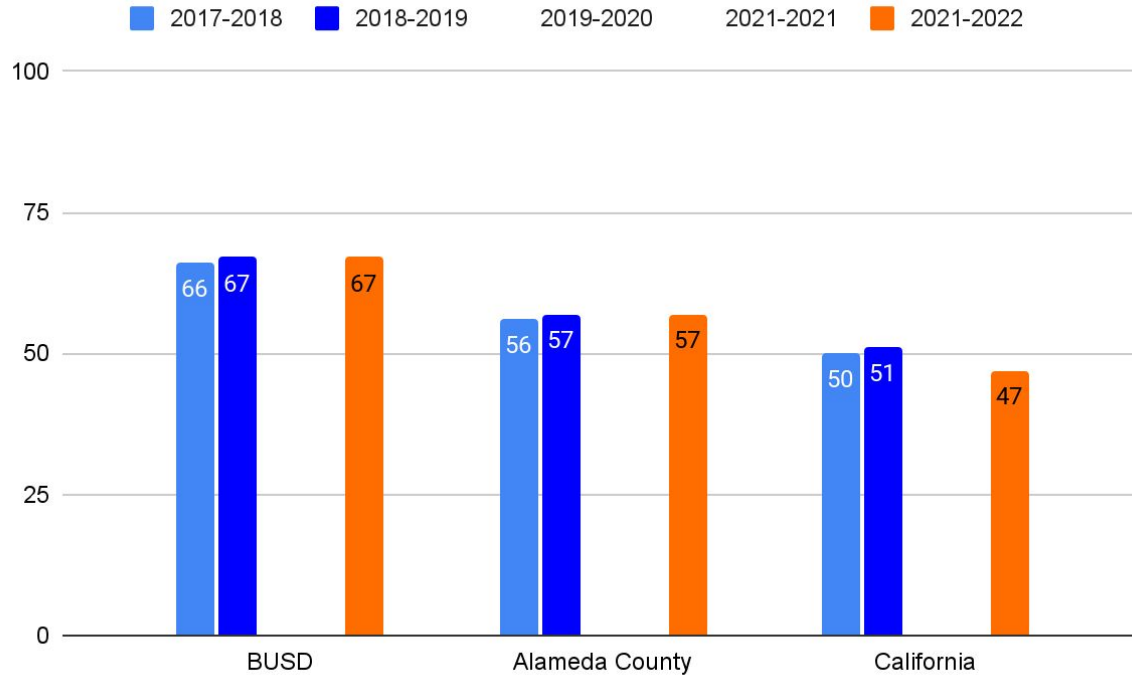
Math (Score of 1-4)

Concepts and Procedures · Problem Solving
and Modeling & Data Analysis ·
Communicating Reasoning

- 1 = Standard Not Met** (Student has not mastered the state standards assessed)
2 = Standard Nearly Met (Student has nearly mastered the standards assessed)
3 = Standard Met (Student has demonstrated mastery of the standards assessed)
4 = Standard Exceeded (Student has exceeded grade level expectations of standards assessed)

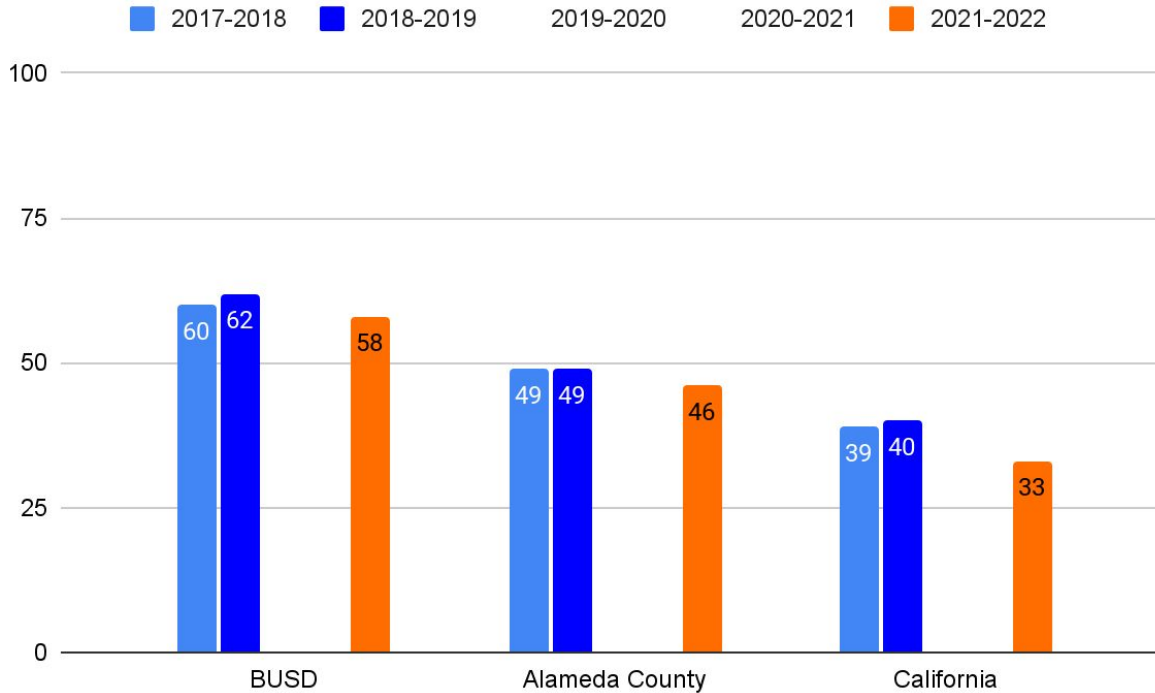
Proficiency = Students who are considered “proficient” when they have scored a 3 or 4 on the test (when they have met or exceeded the grade level expectations on the standards assessed)

Comparison ELA SBA Results



Berkeley Students scored 10 percentage points higher in ELA than students in Alameda County and 20 percentage points higher than students statewide

Comparison Math SBA Results



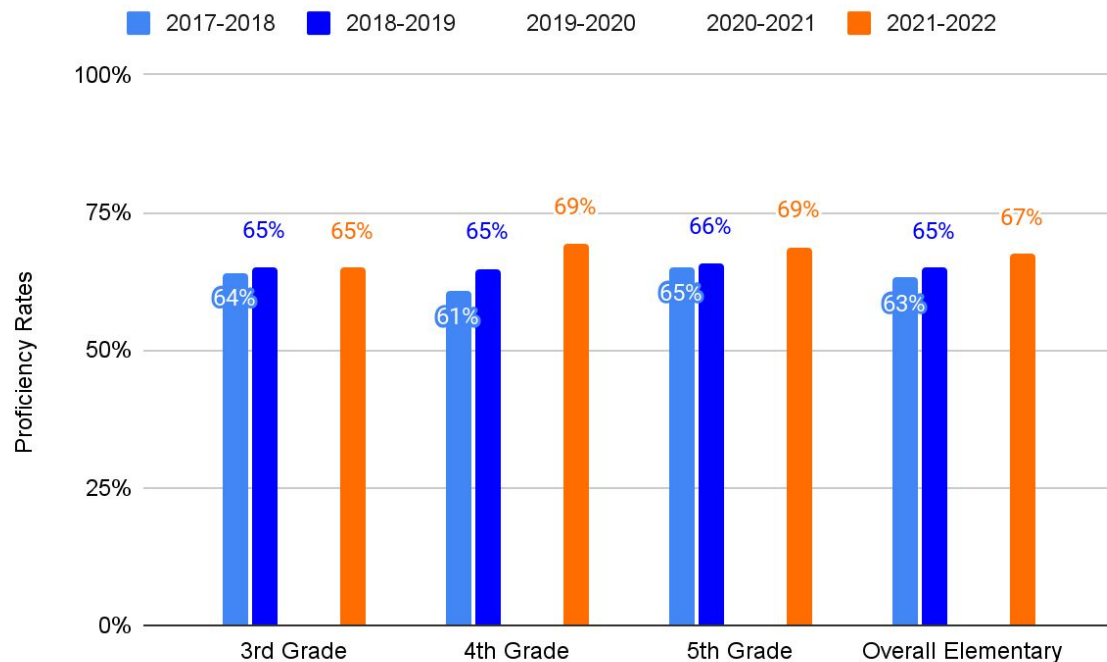
Berkeley students scored 12 percentage points higher in Math than students in Alameda County and 25 percentage points higher than students statewide

English Language Arts



- Year to Year
- Matched Cohort

The overall percentage of elementary students who Met/Exceeded Standard in ELA in 2021-2022 (67%) increased by 2% from pre-pandemic scores (65%), in addition to the 2% gain that was achieved in the year prior to the pandemic.



Source: Illuminate

SBA ELA Performance Elementary School (2017-2018 to 2021-2022)

Spotlight:

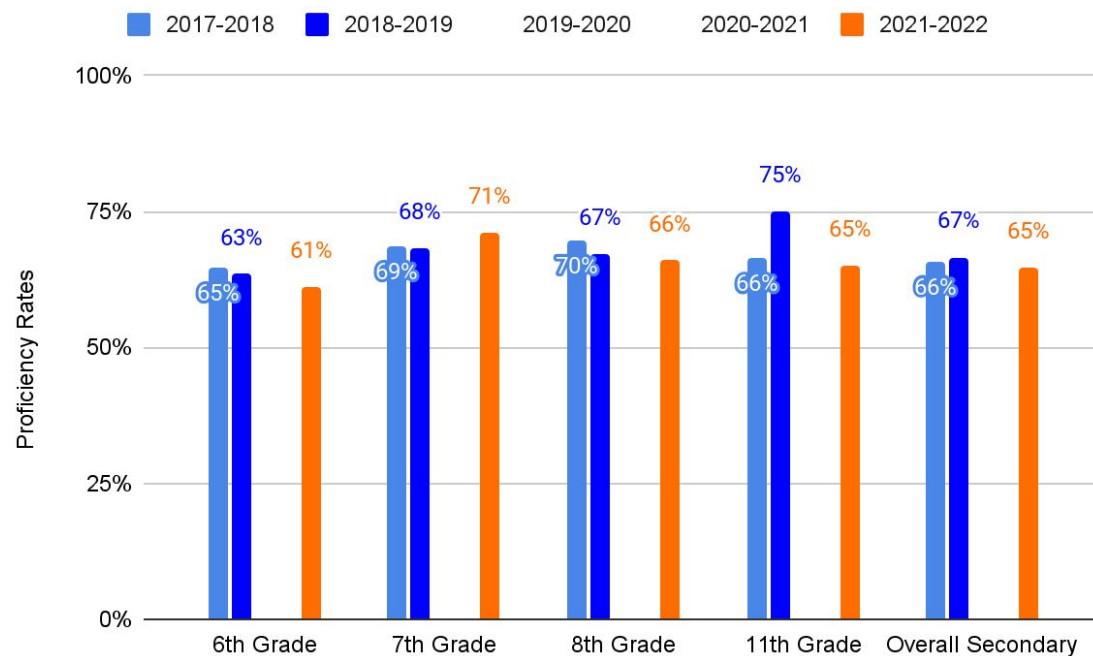
3rd Grade: No pandemic learning loss represented by 2021-2022 assessment

4th Grade: +4% gain between pre- and post-pandemic assessments

5th Grade: +3% gain between pre- and post-pandemic assessments

The percentage of secondary students who Met/Exceeded Standard on the Smarter Balanced Summative Assessment (SBA) for English Language Arts (ELA) declined slightly for 2021-2022.

SBA ELA Performance Middle and High School (2017-2018 to 2021-2022)



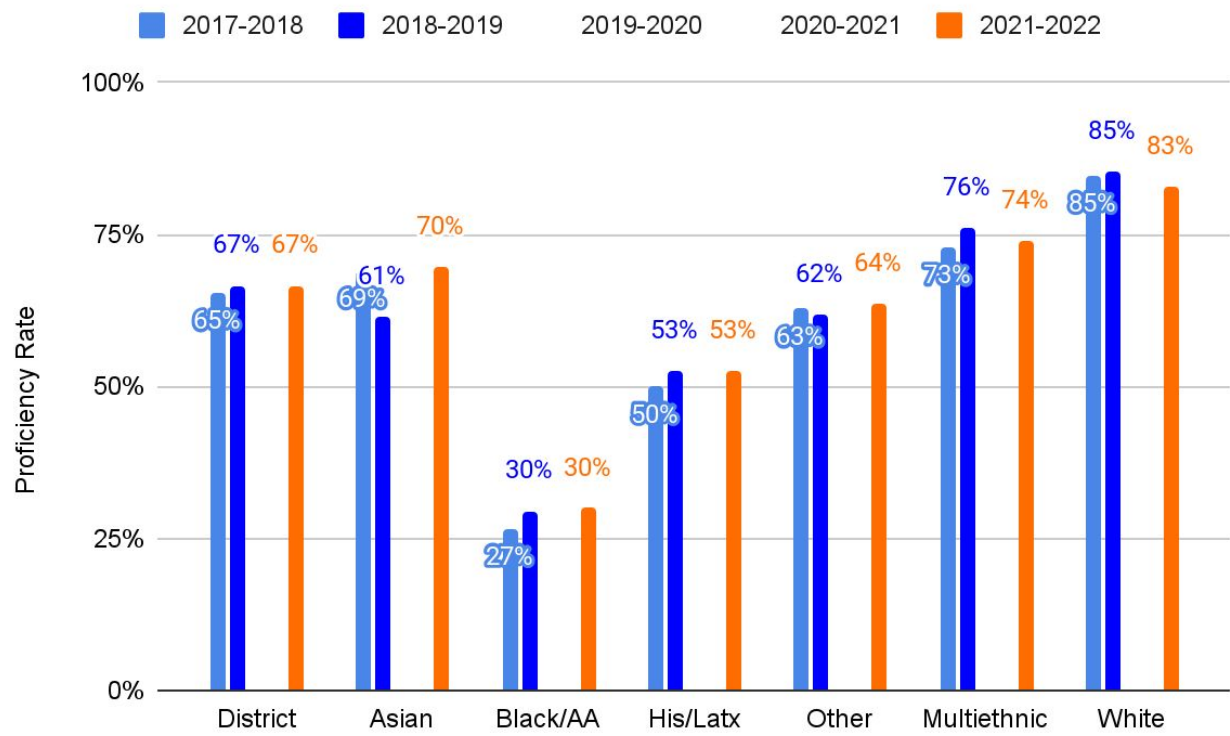
Spotlight:

7th Grade: 3% gain in percent of students who Met/Exceeded Standard between pre- and post-pandemic assessments

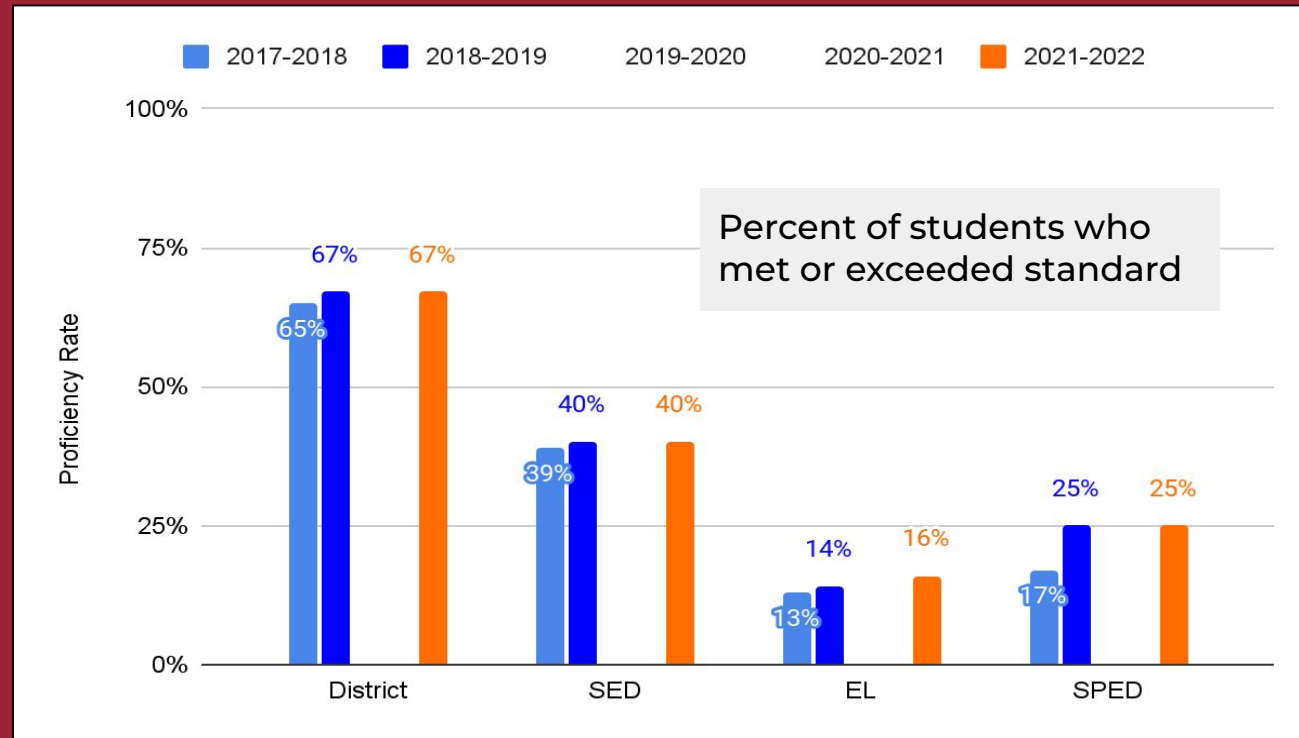
Student performance on the Smarter Balanced Summative Assessment (SBA) in English Language Arts (ELA) held steady or improved for most subgroups in 2021-2022.

SBA ELA Performance by Race/Ethnicity
(2017-2018 to 2021-2022)

- Asian: +9% gain
- African American: held steady
- Hispanic/Latinx: held steady
- American Indian, Alaska Native, Filipino, Native Hawaiian, or Pacific Islander: +2% gain
- Multiethnic: -2% loss
- White: -2% loss
- Focus Area: Continues to be much variance in the performance of our AA and Latinx students and other racial/ethnic subgroups



Student performance on the Smarter Balanced Assessment (SBA) English Language Arts (ELA) assessment has remained steady or increased for socioeconomically disadvantaged students, English Learners, and students in Special Education.



Source: CAASPP CDE Reporting

SBA ELA Performance (2017-2018 to 2021-2022)

Spotlight:

The percentage of English Learners who met or exceeded standard has increased every year since 2017-2018.

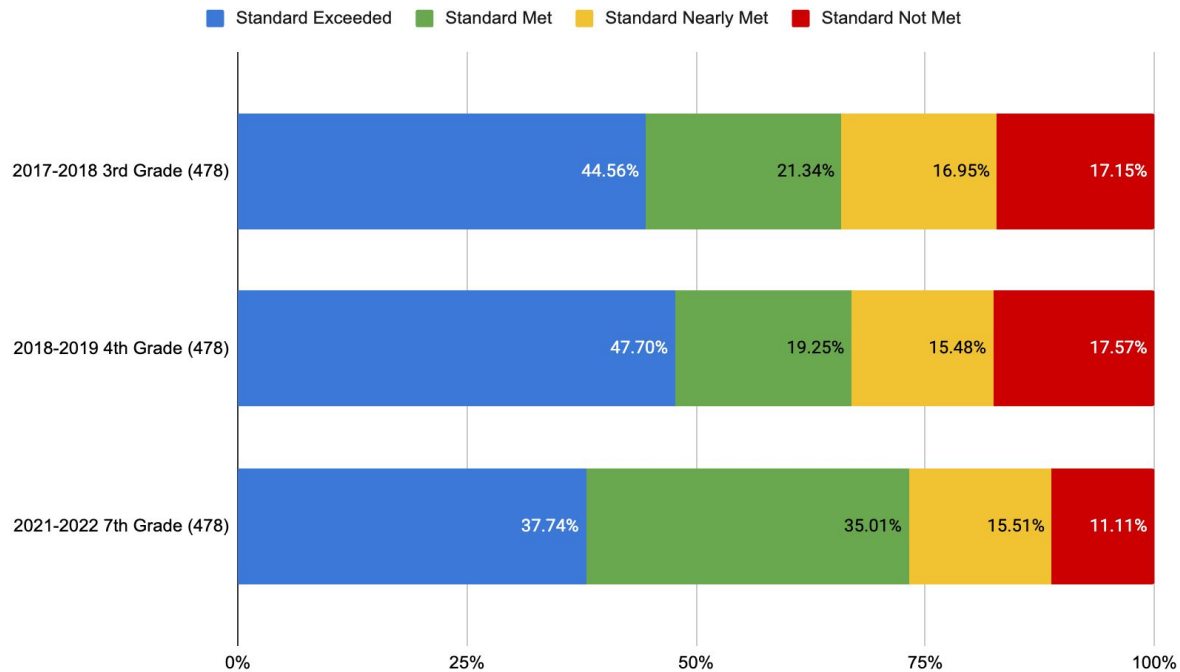
Focus Area:

Spanish Speaking ELs showed significant drops with less than 15% proficient district wide

All of these groups underperform when compared to the district average

SBA ELA Cohort 1 Performance:

Current 8th Graders' scores across the three test administrations from 2017-2018 to 2021-2022



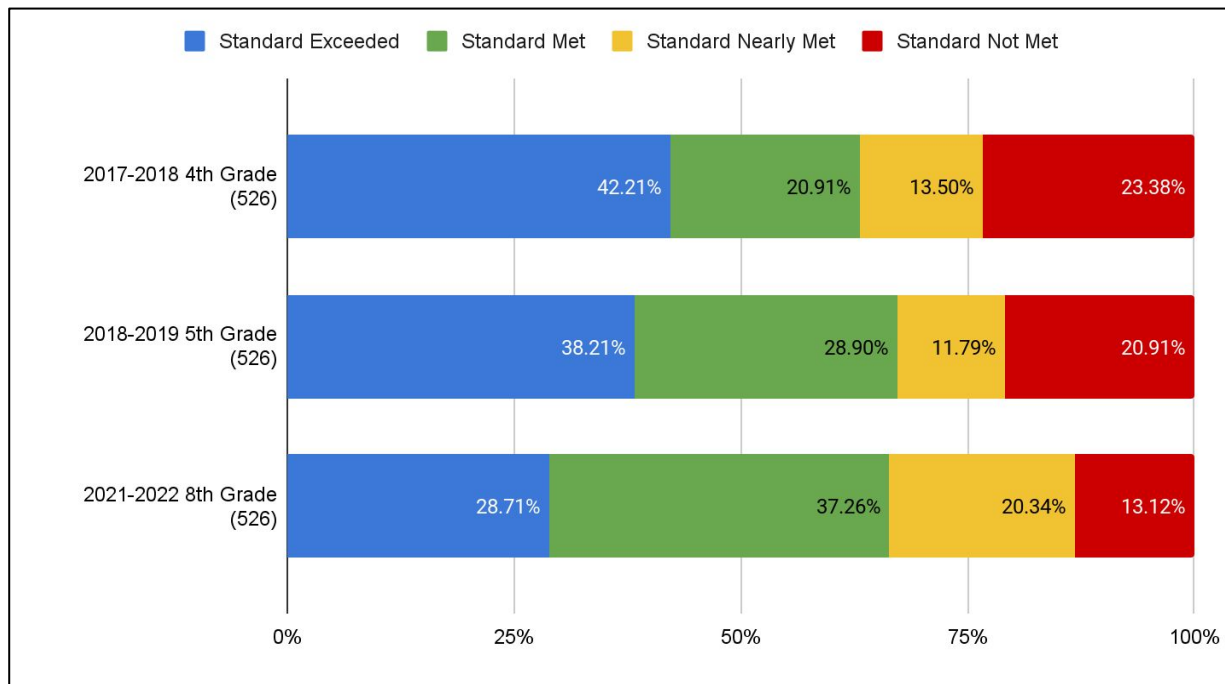
The percentage of students meeting and exceeding grade level standards in ELA increased over the past 3 years *

The percentage of 8th graders not meeting standards in ELA decreased by over 5% in 2021-2022

**no SBA test in 2019-2020 and 2020-2021*

SBA ELA Cohort 2 Performance:

Current 9th Graders' scores across the three test administrations from 2017-2018 to 2021-2022



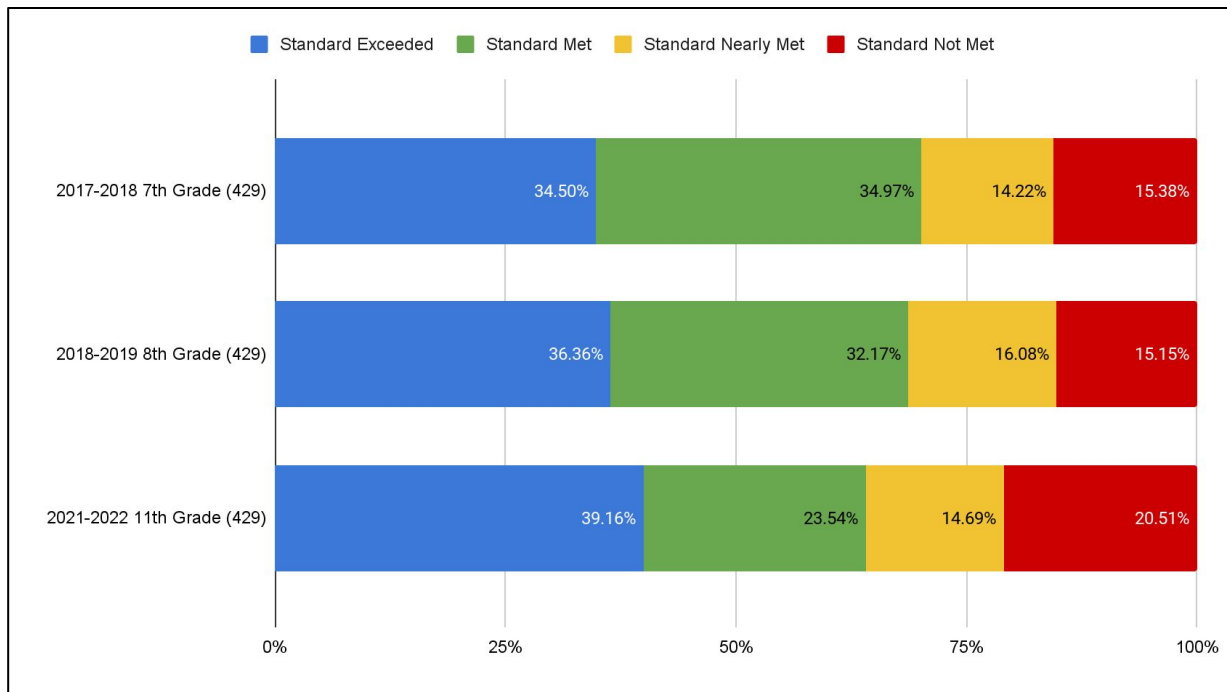
The percentage of students meeting and exceeding grade level standards in ELA stay relatively stable over the last 2 assessment years *

There was positive growth in 2021 - 2022. Over 7% of 9th graders moved from standards not met to standards nearly met in ELA*

**no SBA test in 2019-2020 and 2020-2021*

SBA ELA Cohort 3 Performance:

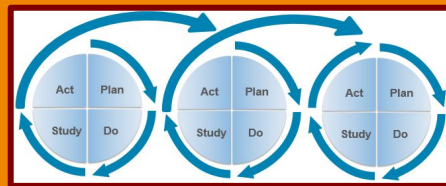
Current 12th Graders' scores across the three test administrations from 2017-2018 to 2021-2022



SBA ELA Performance: Current 12th Graders

The percentage of students in this group who met or exceeded grade level standards in ELA decreased on each test of the last three test administrations.

Where to Next?



District plans identify need to focus on Tier 1 (first teach) alongside of need for clarifying Tier 2 supports

Increased alignment and coherence in literacy instruction:

- Common professional development
- Book study: Shifting the Balance (the science of reading)
- Aligned coaching
- Structured Data Talks and Progress Monitoring
- Regular data review and targeted intervention (with tracking of student progress) - Focal Students
- Goal Setting (site and classroom level)

Inventory of School Libraries and Texts

Data Driven and Data Informed

Observation and Feedback

Sharing of Best Practices

Mathematics



- Year to Year
- Matched Cohort

After gains made between 2017-2018 and 2018-2019, overall elementary student performance on the Smarter Balanced Summative Assessment (SBA) for Math decreased in 2021-2022.

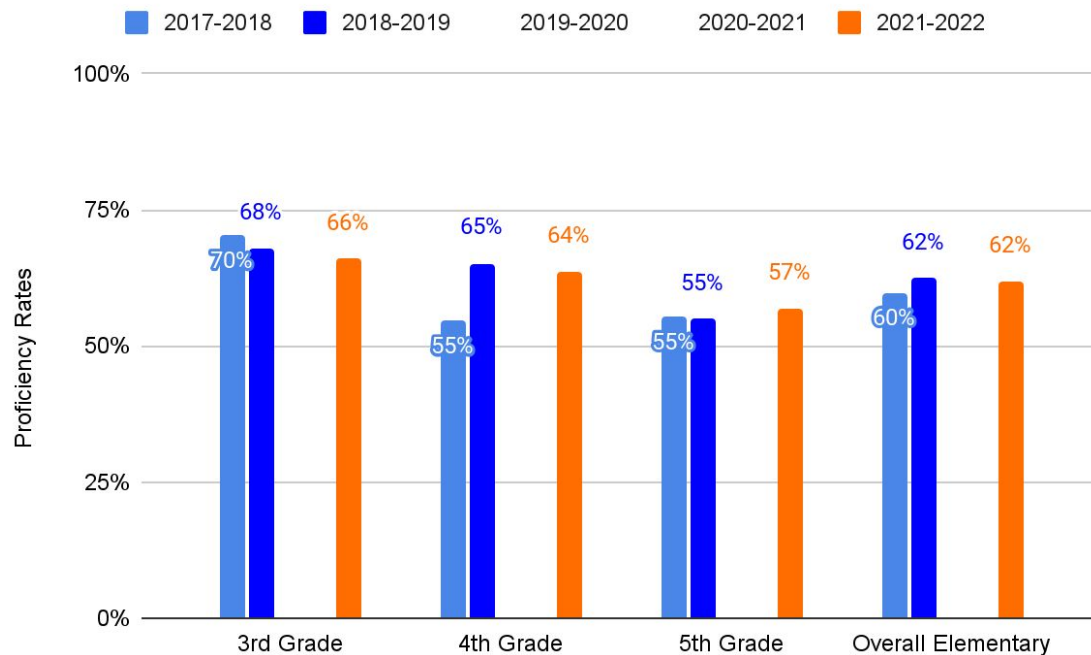
SBA Math Performance Elementary School (2017-2018 to 2021-2022)

Spotlight:

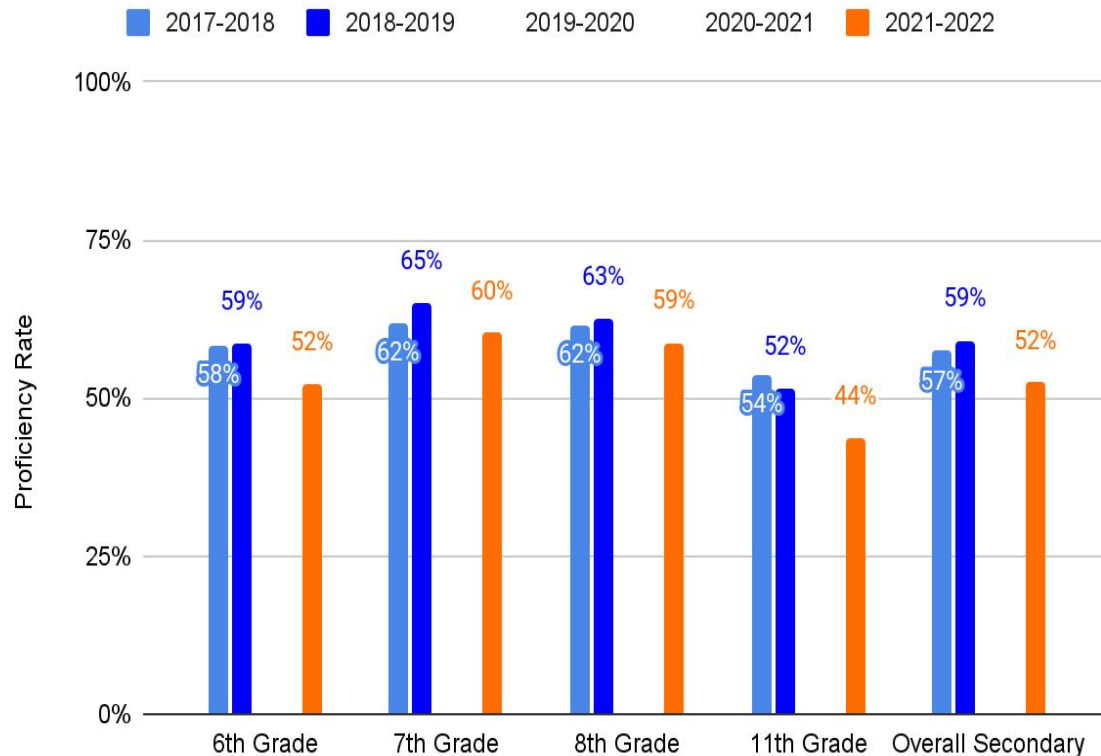
4th Grade: -1% decrease but the sizeable gains made between 2017-2018 and 2018-2019 were mostly maintained

5th Grade: +2% gain between pre- and post-pandemic assessments

Focus Area:
Student proficiency in math remains markedly lower than in ELA.



SBA Math Performance Middle and High School (2017-2018 to 2021-2022)



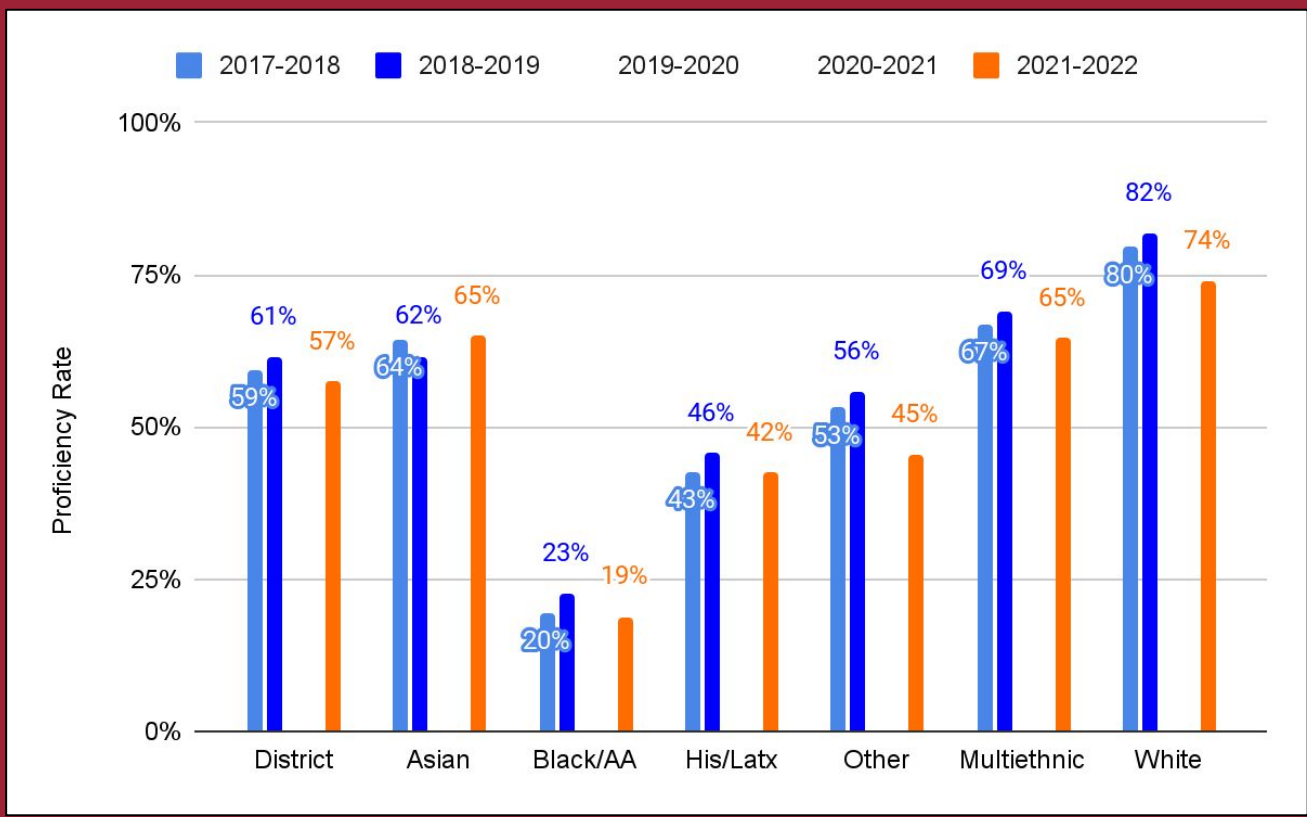
Source: Illuminate

SBA Math Performance Middle and High School (2017-2018 to 2021-2022)

Gains were made between 2017-2018 and 2018-2019 in overall middle and high school student performance on the Smarter Balanced Summative Assessment (SBA) for Math

Overall performance decreased in 2021-2022, after the pandemic.

After gains made from 2017-2018 to 2018-2019, student performance on the Smarter Balanced Summative Assessment (SBA) in Math decreased below pre-pandemic levels for most subgroups in 2021-2022. The achievement gap has slightly decreased.



SBA Math Performance by Race/Ethnicity (2017-2018 to 2021-2022)

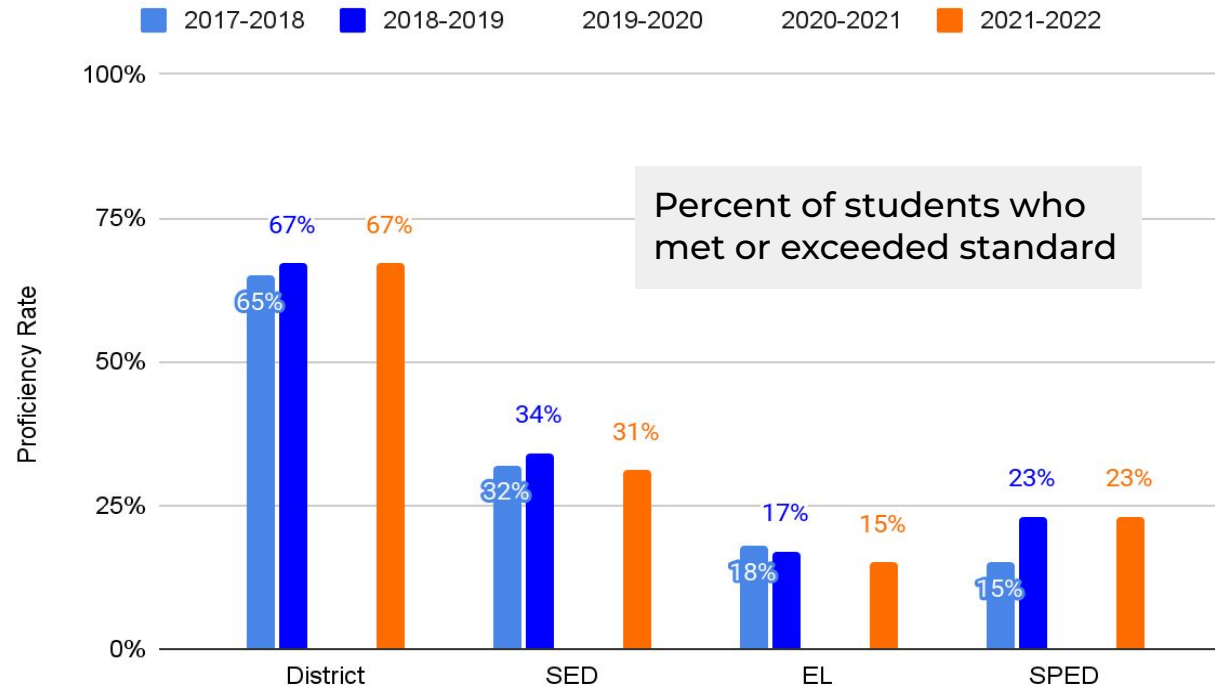
The achievement gap between African American students and White students decreased by 4% in 2021-2022.

- Asian: +3% gain
- African American: -4% loss
- Hispanic/Latinx: -4% loss
- American Indian, Alaska Native, Filipino, Native Hawaiian, or Pacific Islander: -11% loss
- Multiethnic: -4% loss
- White: -8% loss

Students in Special Ed held steady in their proficiency rates between 2018-2019 and 2021-2022, while the percentage of socioeconomically disadvantaged students and English Learners who showed proficiency decreased.

SBA Math Performance (2017-2018 to 2021-2022)

SED = Socioeconomically Disadvantaged
EL = English Learner
SPED = Special Education (Reported Disabilities)

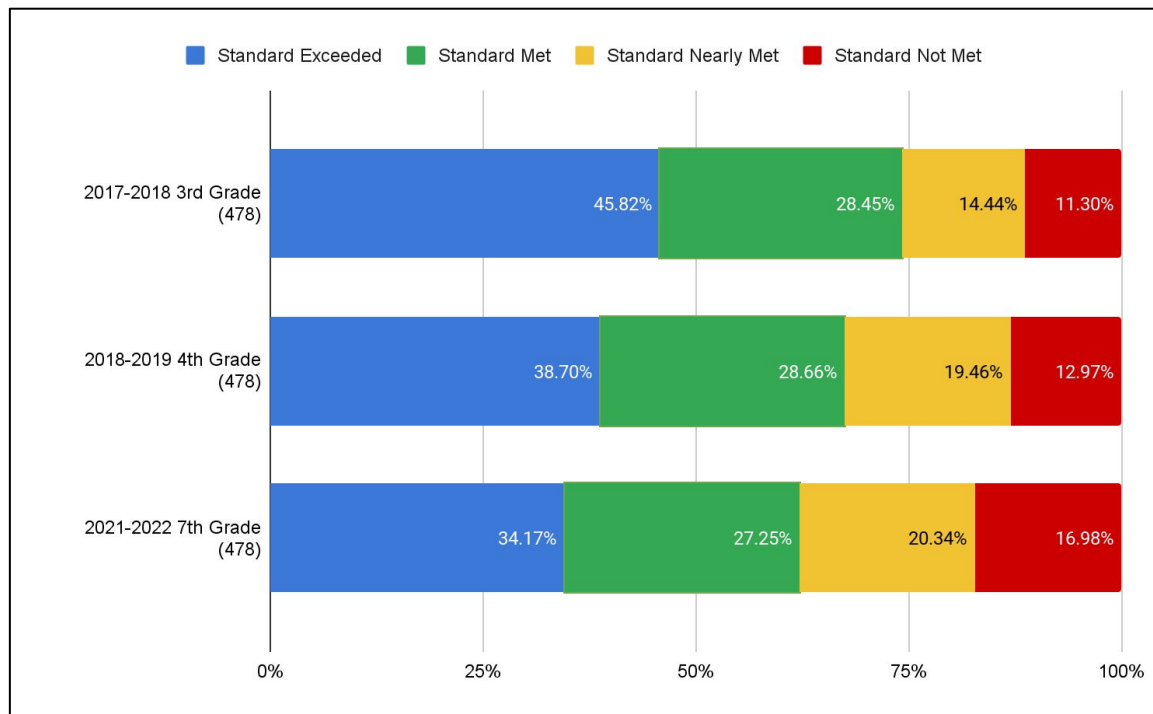


Although socioeconomically disadvantaged students made gains between 2017-2018 and 2018-2019, the number of students who met or exceeded standard on last year's assessment decreased.

Focus area: English Learners scores have decreased on the last three test administrations.

SBA Math Cohort 1 Performance:

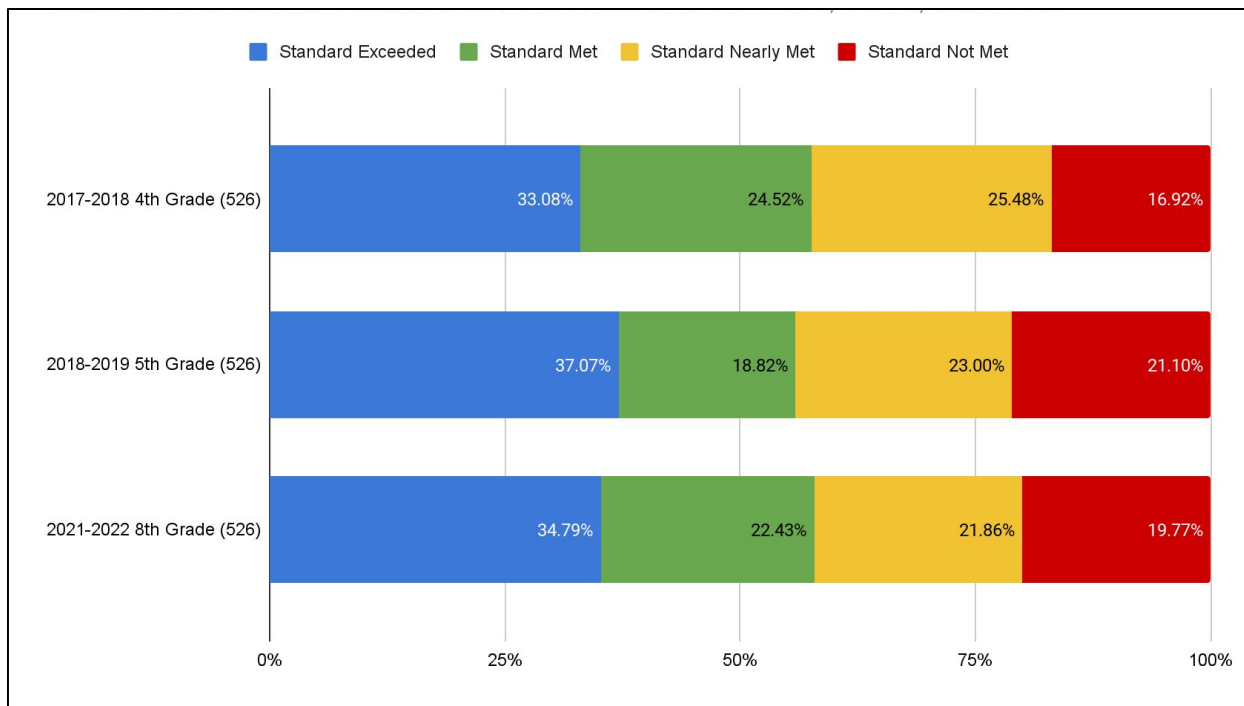
Current 8th Graders' scores across the three test administrations from 2017-2018 to 2021-2022



We have seen a decrease in the percentage of 8th graders who met or exceeded grade level standards in Math over the past 3 test administrations

SBA Math Cohort 2 Performance:

Current 9th Graders' scores across the three test administrations from 2017-2018 to 2021-2022

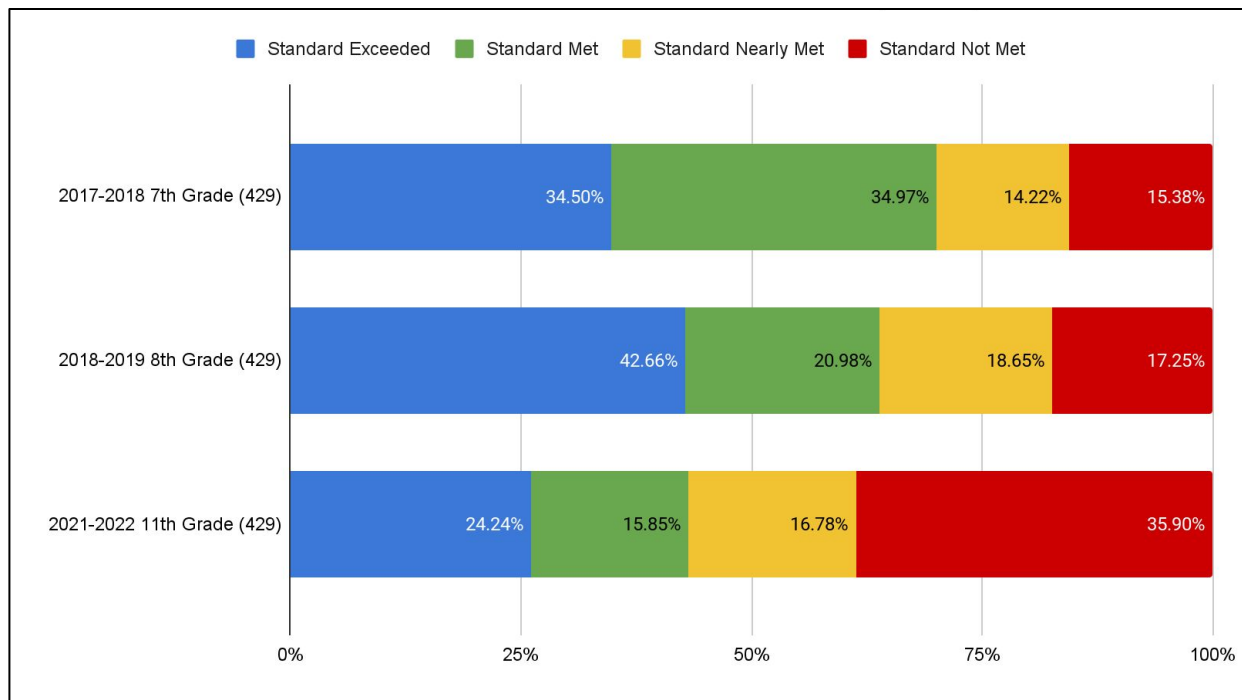


The percentage of students who met or exceeded grade level standards has remained relatively stable over the testing years.

The percentage of students not meeting standards has increased by nearly 3% since 2017-18.

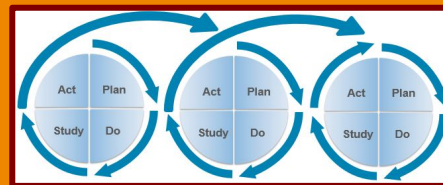
SBA Math Cohort 3 Performance:

Current 12th Graders' scores across the three test administrations from 2017-2018 to 2021-2022



The percentage of students not meeting standards increased significantly in 2021- 2022

Where to Next?



Move towards increased coherence in math instruction

District plans identify need to focus on Tier 1 (first teach) alongside of need for clarifying Tier 2 supports

Data Driven and Data Informed

Curriculum Adoption

Observation and Feedback

Sharing of Best Practices

K-2 Exploring Math Assessments (expand assessment portfolio and instructional responses)

Improve Math PD and Coaching Structure

Collaboration and Alignment ES, MS and HS Math teachers

Closing & Next Steps

BUSD 2022 LCAP

Berkeley
PUBLIC SCHOOLS
Berkeley Unified

Local Educational Agency (LEA)
CDS Code: 01-61143-000000
School Year: 2022-23
LEA contact information:
Rubén Aurelio
Associate Superintendent, Ed
rubenaurelio@berkeley.net
510-644-6257
School districts receive funding (LCFF), other state funds, local and extra funding - called "supp" - for students with special needs students (foster youth, etc.)

Budget

63 Actions

Berkeley
PUBLIC SCHOOLS
Excellence • Equity • Engagement

AFRICA AMERICA SUCCESS FRAMEWORK
AUGUST, 2022

51 Actions

Report by:


2021 Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) Plan

Note: this is the optional alternative

BACKGROUND INFORMATION

LEA Name: **Berkeley Unified**

County District Code: 1611

SELPA Name: Northern California

CCEIS Period 2021 Significant Disproportionality
(Refer to the Fiscal Year 2021)

22 Actions

Other needs:
Specific Learning Disability

Previous Significant Disproportionality

Year(s)	Indicator
2020	10
2020	10
2020	10

Table 1

Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C), On-track (OT), Approaching (A), Barriers (B), Not Started
1. BUSD will form a District Implementation Team.	45 days after Effective Date	4/22	5/10/22	C
2. BUSD will select a reading data system that uses a single, time and cost efficient, and research-based authentic reading testing system (e.g., AIMSwebPLUS, FastBridge, DIBELS Next, Renaissance Star) for use in Grades K-8.	Six months after Effective Date	See question		C
3. BUSD will consult with the Outside Consultants with regard to development of the Targeted Professional Development Plan (PDP).	through completion of Targeted PDP	6/22	6/30/2025	OT
4. BUSD will re-evaluate procedures needed to fulfill the Literacy Improvement Program, including RTI			6/30/2025	A
5. BUSD will conduct Benchmark Assessments in the fall, winter, and spring to ensure reading growth for all students and support early intervention through universal screening.	Year 1, subject to instructional time and other restrictions during periods of distance learning during COVID pandemic	6/22	6/30/2025	OT
6. BUSD will evaluate staff perceptions about changes in general and special education research-based reading practices and MTSS-RDS.	Years 1 - 3		6/30/2025	OT

35 Actions

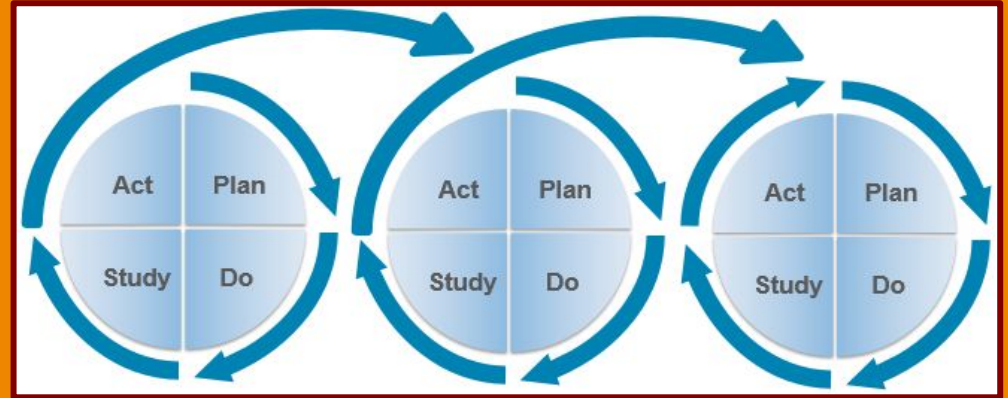
Strengthen Tier 1 and Tier 2 supports

Focus support and intervention identified student populations

Provide cross-collaboration and capacity building

Monitor progress

Where to Next?



- What are we trying to improve?
- What changes are we making (or actions are we taking) and why?
- How would we know those changes (or actions) led to improvement?



Parent Access to State Test Scores

Starting this year, parents/caregivers will be able to access their children's state test scores via their Parent Portal in Infinite Campus. Parents/caregivers will receive a message from their child's principal with directions for accessing the scores in Infinite Campus. The school sites can also provide paper copies of score reports.

How to Login to Your Infinite Campus Parent Portal and Access Your Student's Score Reports

1. Go to the [Infinite Campus Parent Website](https://bit.ly/busdolr) (<https://bit.ly/busdolr>)
2. Enter your username and password.

If you've never set up your account, please check your recent email for instructions and activation code, or email portalhelp@berkeley.net from the email address we have on file for you.

A red arrow points from the URL in step 1 of the list to the login form on the screenshot.

Parent Access to State Test Scores



3. Once you are logged in, click the three lines at the top left

4. Click on "More"

5. Select "Assessments"

6. Under "California Paperless Reporting" select your language of choice

7. Click "Generate"

8. Choose the report you'd like to view and click "Get the report"
You will get a PDF copy of the report.

More

- Assessments
- Important Dates
- Online Registration

California Paperless Reporting

Language: English

Generate

TYPE	LANGUAGE	YEAR	DOWNLOAD
CAASPP	EN	2016	Get the report
CAASPP	EN	2017	Get the report
CAASPP	EN	2018	Get the report
CAST	EN	2019	Get the report
CAASPP	EN	2019	Get the report
CAASPP	EN	2022	Get the report
LEXQUAN	EN	2022	Get the report

**Berkeley Unified
School District**

- **Pedro Noguera**