

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) and non-assessment data (like chronic absenteeism, suspension, graduation rates, and UC/CSU eligibility).

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/>

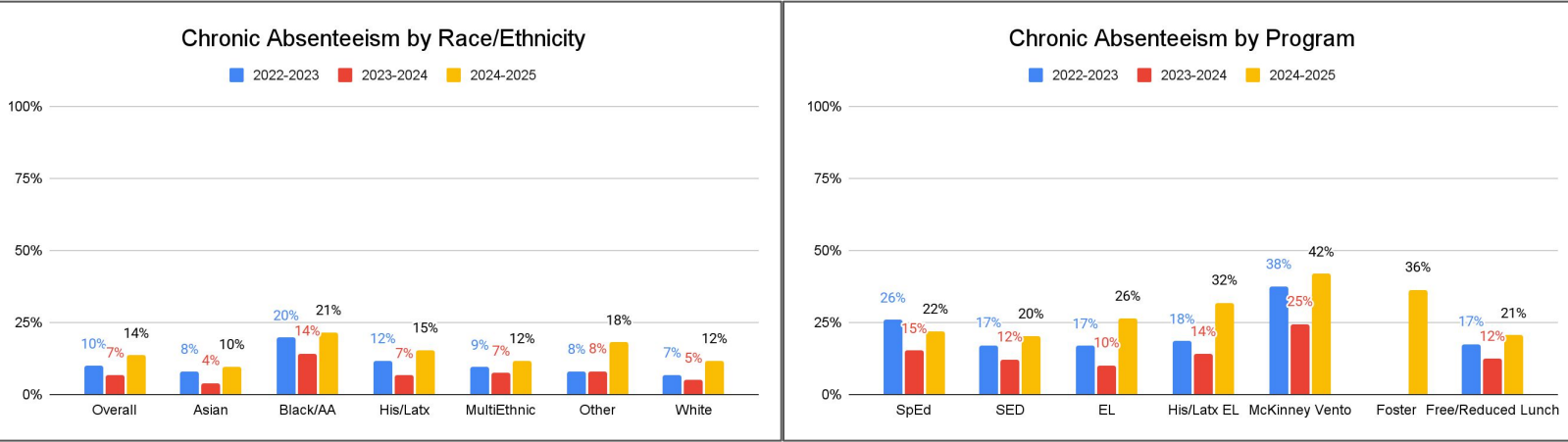
DEMOGRAPHICS Grades 9-12

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	3207	7.3% (233)	11.6% (373)	22.1% (709)	15.0% (481)	1.2% (39)	42.8% (1372)	12.2% (392)	26.4% (847)	3.9% (124)	2.2% (70)	2.1% (68)	0.2% (5)	24.5% (786)
'23-'24	3220	7.6% (246)	11.6% (375)	22.2% (716)	14.9% (480)	1.1% (36)	42.5% (1367)	11.7% (376)	25.9% (833)	3.7% (119)	2.0% (64)	1.6% (53)	0.2% (7)	25.6% (825)
'24-'25	3218	7.7% (247)	11.3% (363)	22.8% (735)	14.9% (480)	1.5% (49)	41.8% (1344)	11.1% (357)	25.5% (822)	4.3% (138)	2.1% (66)	2.6% (83)	0.2% (8)	24.8% (798)

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.

CHRONIC ABSENTEEISM Grades 9-12



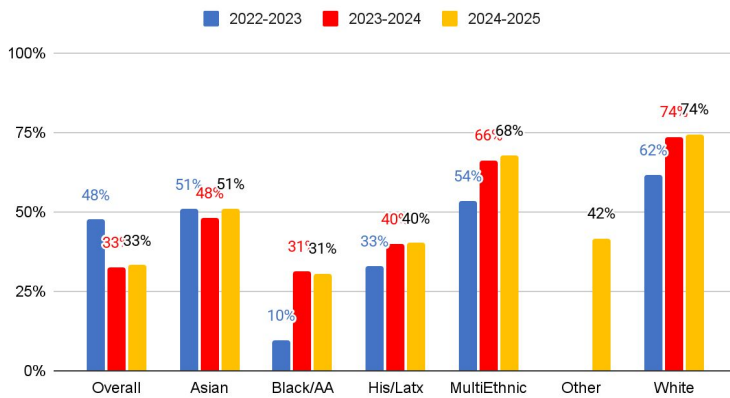
What is it?
Students are considered chronically absent when they miss 10% or more of the days that they are enrolled in school for any reason, including excused or unexcused absences. The charts above show the percentage of students in Grades 9-12 who were chronically absent.

Trend
The chronic absenteeism rate increased by 7% in 2024-25. Chronic absenteeism increased for all ethnic-racial and program groups. Note: for this metric, a decrease indicates improvement.

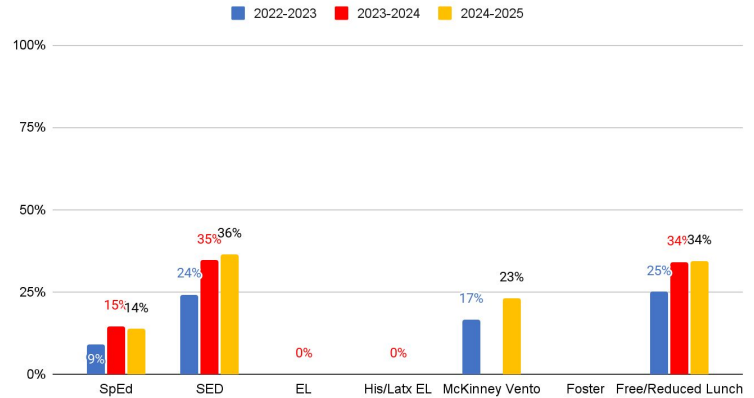
Progress towards new 3x5 target
Overall, students did not meet the 3% improvement goal. None of the focal groups met the 5% target goal.

CALIFORNIA SCIENCE TEST (CAST) - High School

CAST Grades 11 & 12 Proficiency Rate by Race/Ethnicity



CAST Grades 11 & 12 Proficiency Rate by Program



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 high school students who showed proficiency (Met or Exceeded Standard) in science.

Note: All students must take CAST once in high school before graduating. Typically, BUSD high school students take CAST in 11th grade. However, due to the pandemic, 12th graders took it in 2021-22 and 11th and 12th graders took it in 2022-23. Returning to our pre-pandemic practice, 11th graders took it in 2023-24 (as will be the case moving forward).

Performance Trend

The overall proficiency rates on CAST in 2024-2025 were unchanged compared to the prior year 2023-2024.

Progress towards new 3x5 target

Overall, students in Grade 11 did not meet the 3% improvement goal in 2024-25. None of the focal groups met the 3% improvement goal.

ENGLISH LEARNER PROGRESS INDICATOR (ELPI) Grades 9-12

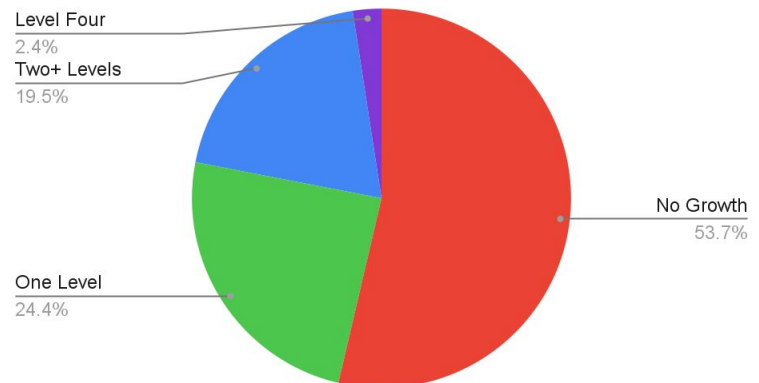
What is it?

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.

The English Learner Progress chart shows:

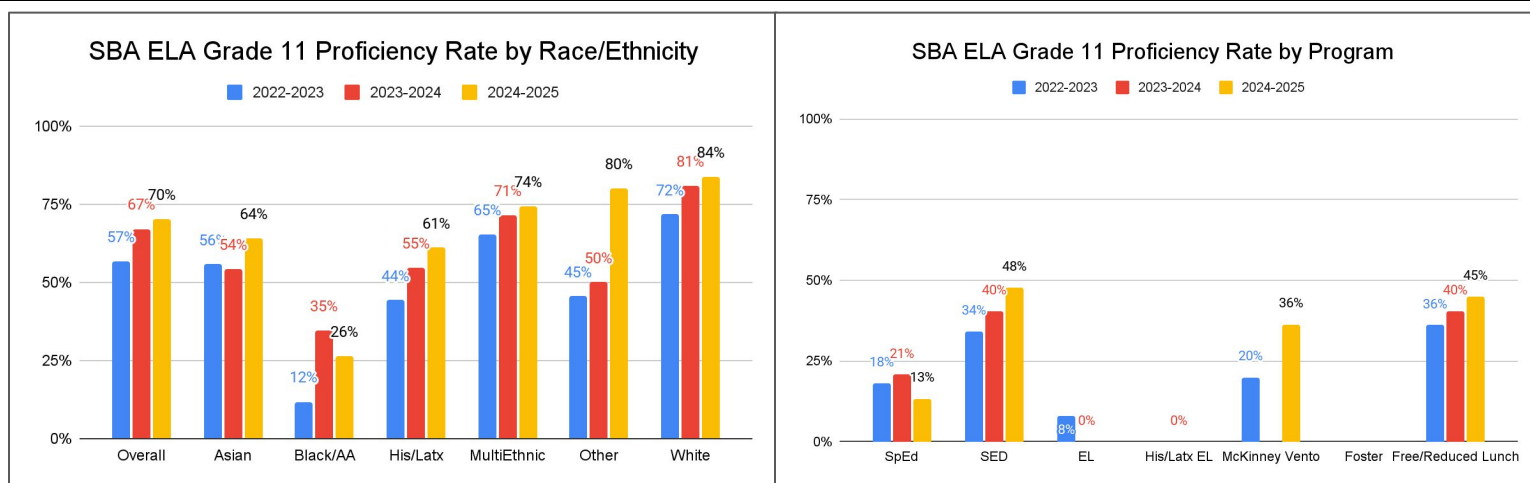
- The percentage of students who stayed at the same ELPI level or went down (“**No Growth**”)
- The percentage of students who advanced one ELPI level (“**One Level**”)
- The percentage of students who advanced more than one ELPI level (“**Two+ Levels**”)
- The percentage of students who stayed at the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

English Learner Progress 2025



Performance Trend

At our school, 46.3% of English Learners in Grades 9-12 met the state growth goals of improving 1 or more levels or remaining at Level 4.



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 Grade 11 who showed proficiency (Met or Exceeded Standard) in literacy.

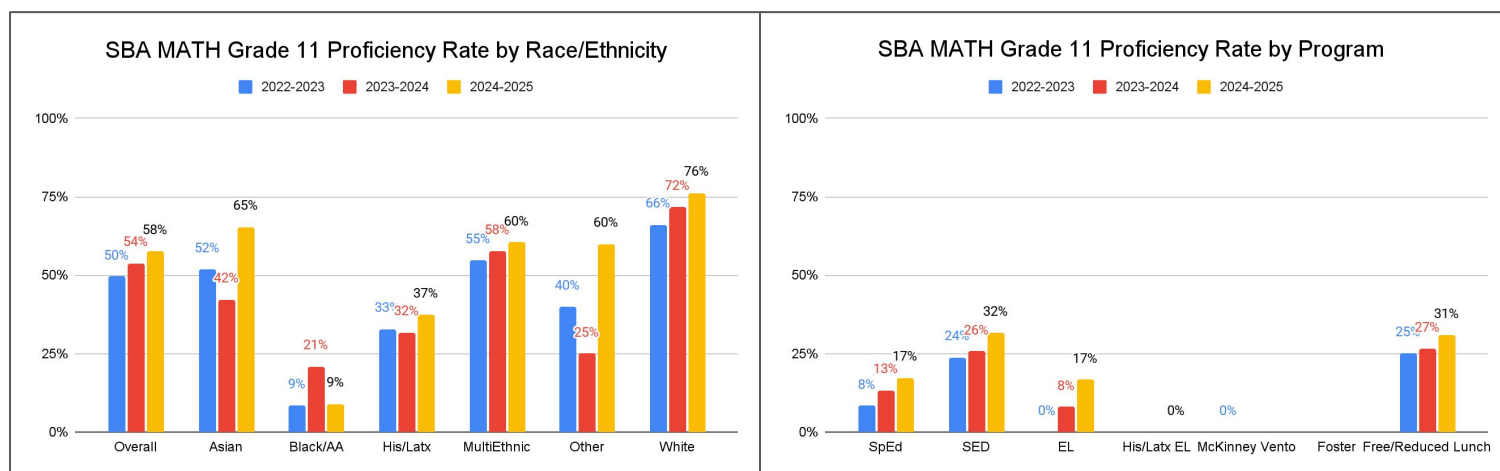
Performance Trend

The overall proficiency rates for BHS 11th graders have increased each of the past three years. With the exception of Black and students in special education, the positive trends were observed with the other ethnic-racial and focal groups.

Progress towards new 3x5 target

Overall, students in Grade 11 met the 3% improvement goal in 2024-25. Latinx students (increase of 6%), Socioeconomically Disadvantaged students (increase of 8%), and students who receive free or reduced price lunch each met the 5% improvement goal in 2024-25. English Learners, Hispanic/Latx EL students, and students in foster care were all too small to report. Black/African American students did not meet the 5% increase target but instead decreased by 9%.

SMARTER BALANCED ASSESSMENT (SBA) - MATH Grade 11



What is it?

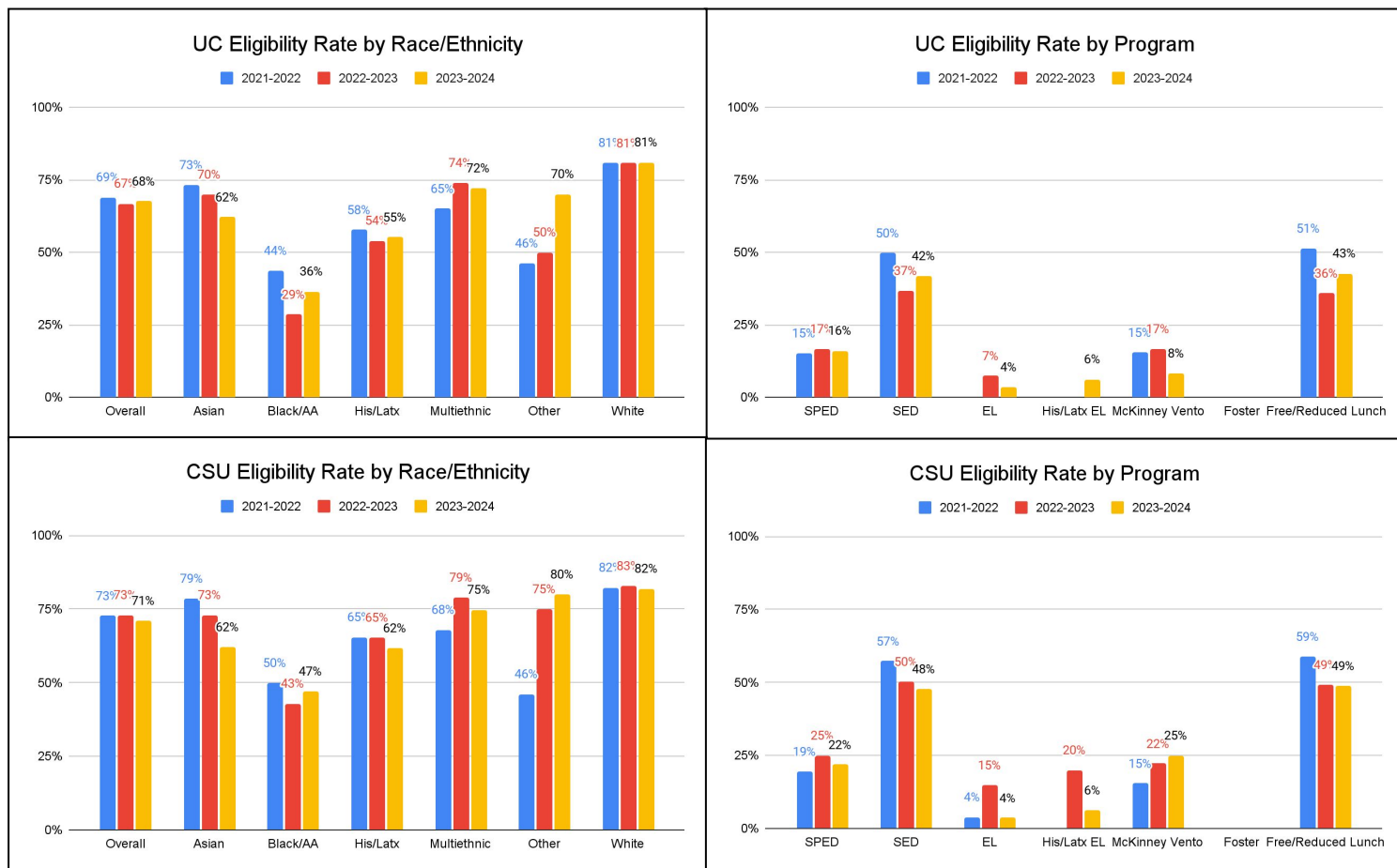
The Smarter Balanced Summative Assessment for Math (SBA for Math) is the annual state standardized math test administered each Spring for students in Grades 3-8 and 11. It measures proficiency on the California Common Core State Math Standards. The charts above show the percentage of students in Grade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

Performance Trend

Overall 11th grade proficiency rates have increased by 8% since 2022-23 and 4% since the 2023-24 school year.

Progress towards new 3x5 target

Overall, students in Grade 11 met the 3% improvement goal in 2024-25. The focal groups that met the 5% improvement goal include Hispanic/Latinx students, English learners, and socioeconomically disadvantaged students. Black/African American students declined by 12%. Although students receiving Special Education services and those receiving free or reduced price lunch did not meet the 5% goal, they have shown steady increases over the past three years.



What is it?

CSU and UC eligibility is determined by reviewing student grades in all college preparatory classes. There are seven categories: A = History/Social Studies, B = English, C = Math, D = Science, E = Language other than English, F = Visual and Performing Arts, and G = College Preparatory Electives.

For UC and CSU eligibility, students must take a minimum number of college preparatory classes in each category and must receive a minimum of a C grade in each class. The difference between UC and CSU eligibility is that for CSU eligibility, a student needs a minimum GPA of 2.0 and for UC eligibility a student needs a minimum GPA of 3.0 in their college preparatory classes.

Please note that UC or CSU eligibility does not guarantee college admission. It is also important to note that classes passed with a “D” grade count towards High School graduation; however, a “D” grade will not count towards UC or CSU eligibility.

The UC and CSU Eligibility charts show the percentage of students who graduated from high school eligible for UC or CSU admission.

Trend

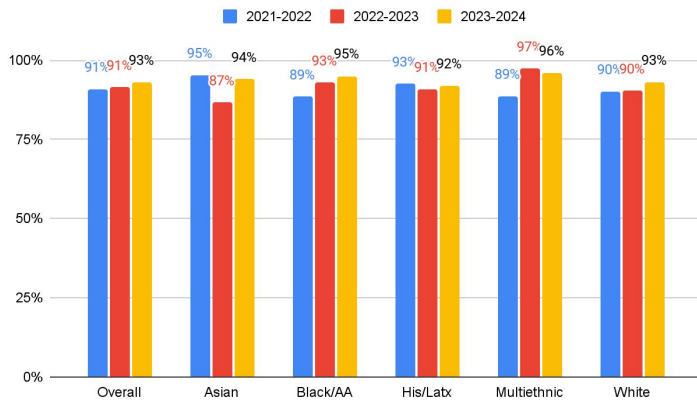
The percentage of students being UC eligible (68% in 2023-24) has remained constant over the last three years. The percentage of students being CSU eligible (71% in 2023-24) has slightly decreased by 2% over the last three years. For comparison, the Alameda County combined UC/CSU eligibility rate for 2022-23 was 65% and the statewide rate was 52%.

Progress towards new 3x5 target

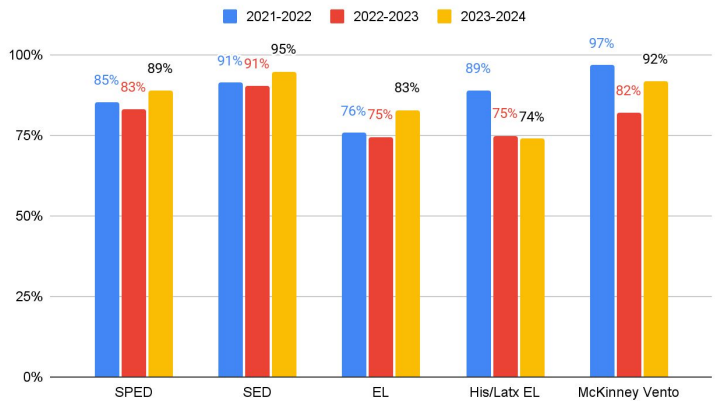
Overall, students in Grade 12 did not meet the 3% improvement goal in 2023-24 for UC Eligibility. The following focal groups met the 5% improvement goal: Black/African American students (increase of 7% from 2022-23 to 2023-24). Overall, students in Grade 12 did not meet the 3% improvement goal in 2023-24 for CSU Eligibility. While there was growth, our focal students did not meet the 5% target. However, Black/AA students increased by 4% and students experiencing housing insecurity (McKinney Vento) increased by 3%.

GRADUATION RATE Grade 12

Five-Year Graduate Rate by Race/Ethnicity



Five-year Graduate Rate by Program



What is it?

The five-year graduation rate shows the percentage of students that graduated high school after four years, as well as the students who graduated in five years. The state calculates graduation rates this way in order to include students who move between districts. Both students who graduate from a different school and students who don't graduate at all are included in the data. The data represented for each year reflects seniors' graduation rate from the previous year. For example, the 2022-23 data represents the rate of students who graduated in 2021-22.

Performance Trend

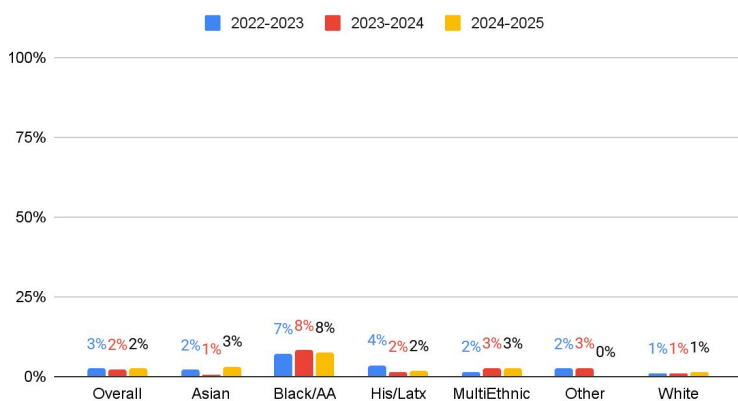
The overall graduation rate remained flat at 91%. For comparison, the Alameda County five-year graduation rate for 2022-23 was 91%, and the statewide rate was 89%.

District Goal

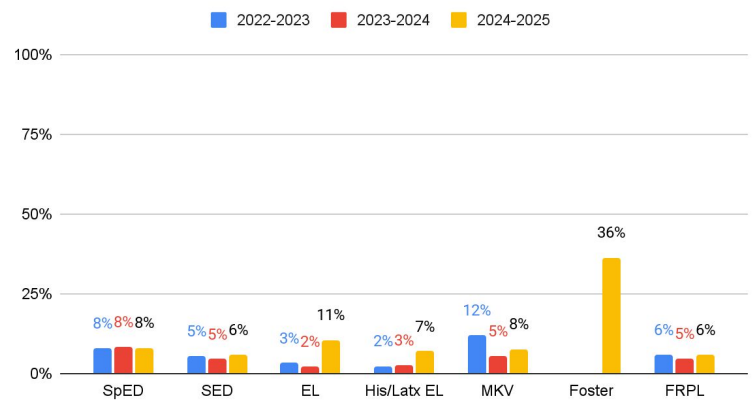
BUSD's 2024-27 LCAP goal is to achieve a graduation rate of 95% overall and for all focal groups. Overall, graduation rates did not meet the 3% improvement goal in 2022-23. None of the focal groups met the 5% improvement goal. Black/African American students were just shy of the goal with a 4% increase. Several subgroups saw a decrease in graduation rates including Latinx students (2% decrease), Latinx English Learners (14% decrease), students experiencing housing insecurity (McKinney Vento) (16% decrease) and students receiving Special Education services (2% decrease).

SUSPENSION DATA Grades 9-12

Percentage of Students Suspended by Race/Ethnicity



Percentage of Students Suspended by Program



What is it?

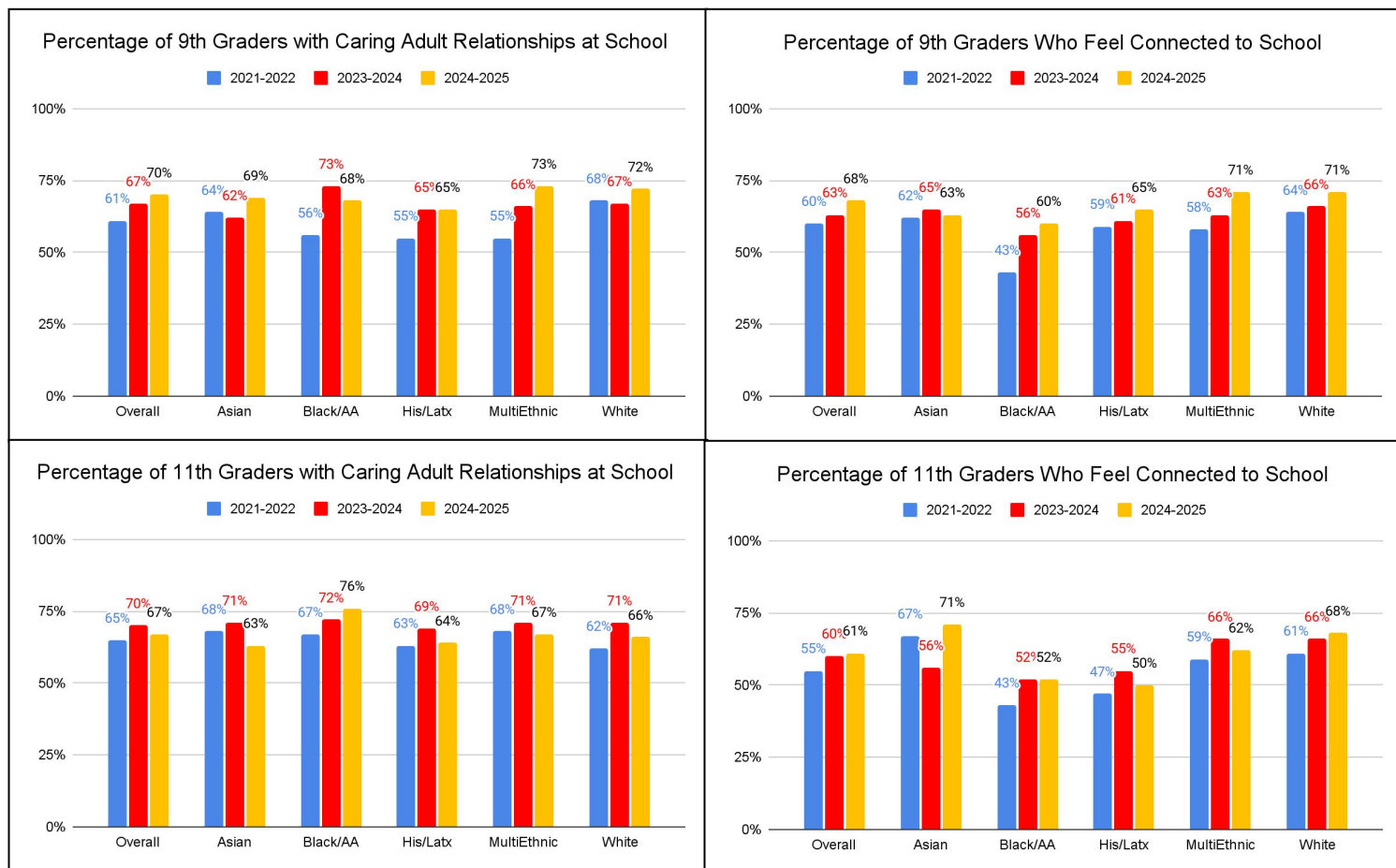
Suspension means the removal of a student from ongoing instruction for adjustment purposes. Students who are suspended multiple times or for multiple days in one school year are only counted once. The charts above show the percentage of students suspended in Grades 9-12.

Trend

The percentage of students suspended has remained steady over the past three years with small year-to-year fluctuations.

District Goal

BUSD's 2024-27 LCAP goal is to maintain an overall suspension rate of less than 2% for all students K-12 and for focal student groups. Overall, high school students nearly met the <2% goal in 2024-25. No focal groups met the <2% goal. Suspension rates were similar to the prior year for Black/African American students, Hispanic/Latinx students, socioeconomically disadvantaged students, students in special education, and those receiving free or reduced price lunch. Large increases in suspension rates were observed for English learners, students experiencing homelessness (MKV), and those in foster care. These are numerically small groups and are sensitive to increased numbers of suspensions.



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 11th 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: 9th Grade

The statewide average for Caring Adult Relationships is 55% for 9th grade students; 70% of 9th grade BUSD students who took this survey in Spring 2025 responded positively to the Caring Adult Relationships questions outlined above. The statewide average for School Connectedness is 57% of 9th grade students responding positively to the above School Connectedness questions; overall 68% of 9th grade BUSD students who took this survey in Spring 2024 responded positively to the School Connectedness questions.

Trend: 11th Grade

The statewide average for Caring Adult Relationships is 60% for 11th grade students; 67% of 11th grade BUSD students who took this survey in Spring 2025 responded positively to the Caring Adult Relationships questions outlined above. The statewide average for School Connectedness is 53% of 11th grade students responding positively to the above School Connectedness questions; 61% of 11th grade BUSD students who took this survey in Spring 2025 responded positively to the School Connectedness questions.