

**Berkeley Unified School District Literacy Action Plan  
2023-2024, Sixth Quarter Report  
April 17, 2024**

**Background**

BUSD's mission is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world. The work of the Literacy Action Plan aims to build a comprehensive literacy program that is aligned to research and supports every student in reaching grade-level proficiency to achieve our mission. Overall, the goal of the literacy action plan is to provide universal access to core curriculum, reduce inequities, align our systems, and promote partnerships between families and the school, so that every student can flourish.

This is the seventh in a series of twelve quarter reports that began in the 2021-22 school year. These quarterly reports are intended to provide a status report on specific actions outlined in the settlement and to report accomplishments of the District's work. This report covers the period between January 1, 2024 through March 31, 2024..

As part of a settlement agreement related to literacy support for students with reading-related challenges and disabilities, BUSD is required to take certain steps to refine and improve policies and practices to better serve students with and suspected to have reading disorders, in particular students identified with dyslexia or students who may have phonological processing challenges.

The activities in the Literacy Action Plan are intended to achieve the following four goals:

Goal 1: Develop Programs to Improve General Education Reading and Language Arts Achievement for all Students, especially those Students with or at risk for Reading Disabilities, including Dyslexia.

Goal 2: Increase the Systematicity and Intensity of Tier 2 and 3 Reading and Language Arts Intervention of the MTSS Framework to Reduce the Achievement Gap for Students at risk for Reading Disability.

Goal 3: Ensure Fidelity of Literacy Improvement Program Implementation through District Monitoring of Literacy Improvement Program and Staff Engagement.

Goal 4: Special Education Programs: Increase Reading Achievement by Improving the Quality of IEP Goals and Section 504 Plan Development, Progress Monitoring, and use of appropriately intensive, Research-based Interventions.

Progress on these four goals and progress toward implementation of the plan is reviewed by an identified impartial monitor. Mr. George Ellis, a professor at UC Berkeley and Director of the UC Berkeley Reading and Literature Project, serves in this capacity and presents biannual reports to the Board of the Education and the plaintiffs in the case.

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Prior District quarterly reports, Mr. Ellis' monitoring reports, and additional information about BUSD's literacy work can be found at <https://www.berkeleyschools.net/literacy/>.

These reports are also posted on the Board of Education meeting agendas found on Gamut, links are available at <https://www.berkeleyschools.net/schoolboard/board-meeting-information/>

**External Consultant**

Beginning in Spring 2022, BUSD secured the services of an outside Consultant, Dr. Kim Gibbons, the Director of the Center for Applied Research and Educational Improvement at the University of Minnesota. Dr. Gibbons works directly with BUSD's Implementation Team and other related staff to review and provide feedback on actions the district is taking to implement the Literacy Action Plan and make progress on the goals of the settlement. This work includes reviewing policies and practices to support literacy development, professional development plans for educators, the development of an MTSS framework and processes to use data to appropriately identify students for additional support. Dr. Gibbons will continue to work with the implementation team and other related staff in the 2023-2024 school year.

**Implementation Team**

The Literacy Action Plan requires the formation of an implementation team. BUSD's implementation team consists of key district leaders who work collaboratively to operationalize identified strategies in the Literacy Action Plan and support capacity building opportunities for school teachers, leaders and support staff.

The Implementation Team membership includes BUSD's Associate Superintendent, Director of TK-8 Schools, Director of Equity, Achievement, & Belonging, Executive Director of Special Education, Director of Student Services, Director of Research, Evaluation & Assessment, Director of Curriculum & Instruction, Literacy Coordinator and Literacy and Special Education Teachers on Special Assignment (TSAs).

**Timeline**

The settlement requires submission of quarterly reports to the Monitor, beginning in Fall of 2022. The Monitor will also issue semi-annual Monitoring Reports to the School Board and the BUSD implementation team. The timeline will be as follows:

	2022-23	2023-24	2024-25	June 2025
Monitoring	November 2022	Fall 2023	Fall 2024	Final Monitoring

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Reports	May 2023	Spring 2024	Spring 2025	Report
BUSD Quarterly Reports	July 2022* October 2022 January 2023 April 2023	July 2023 October 2023 January 2024 April 2024	July 2024 October 2024 January 2025 April 2025	

*Note: While November 2021 is the “effective date” of the settlement, by agreement between BUSD and the Plaintiffs the “start date” for Year 1 was changed to July 1, 2022. Reporting dates have been adjusted to reflect the revision in the timeline.*

**Seventh Quarter Report on Status of Required Actions**

Originally, there were 35 actions identified in [Appendix A of the Settlement Agreement](#).

Beginning with the Sixth Quarter Report, in agreement with the Plaintiff, we have eliminated two duplicate Actions (Action 11 is a duplicate of Action 9, and Action 18 is a duplicate of Action 10) and divided four of the original Actions into eight separate Actions to better distinguish work happening at the K-5 level from the work for grades 6-8. Mr. Ellis included a summary of the changes in his January 10th Monitoring Report and that is included in *Appendix A* again for reference.

Because of these changes the total number of actions has increased from 35 to 37. This Seventh Quarter Report outlines the status of each of these actions on the Table 1 below.

BUSD staff continues to operationalize the actions of the plan, as well as align work across several district initiatives including the LCAP, the African American Success Framework, the 2022 Comprehensive Coordinated Early Intervening Services (CCEIS) Plan, the 2023 Compliance and Improvement Monitoring (CIM) for CCEIS Plan and the Latinx Resolution.

Summary of action status for Sixth Quarter\*:

Completed	On-Track	Approaching	Barriers	Not Started
8	27	2	0	0

*\*As was shared in the First Quarter Report, we anticipate that most of the required actions will hold a status of “approaching” or “on-track” over time as we move forward toward completion over the course of the term of the settlement.*

**Seventh Quarter Highlights**

While BUSD’s initiatives span about 175 actions, the common areas across them include a focus on strengthening Tier 1 instruction, providing Tier 2 and 3 interventions for students who need additional support, building staff capacity through professional development and improving our data governance structures and routines.

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The primary focus areas of the actions in the Literacy Action Plan have included:

- Provide professional development for educators
- Develop a BUSD MTSS framework
- Conduct curriculum review
- Build data tools and progress monitoring routines
- Strengthen our communication channels

These areas comprise foundational components of the Literacy Action Plan and will continue to be focus areas in the 2023-24 school year.

1 - Professional Development

In this period between January-March 2024, BUSD K-5 educators completed two additional CORE academy training sessions. The CORE academy is an opportunity for educators to build a shared understanding of how students learn how to read, recognizing that this foundational knowledge based in the science of reading is a critical step prior to beginning a curriculum adoption process. Learning sessions this quarter included a full day professional development day on January 29th which focused on Vocabulary and one additional session in March focused on Comprehension Strategies, Narrative and Informational Text.

The January 29th PD day included the second round of training for 6-8th grade teachers:

- Teacher specialists in Middle School and 4th and 5th Grade Classroom teachers focused on Fluency instruction and assessment.
- K-3 Teachers focused on Vocabulary Instruction.
- English/Humanities teachers focused on Comprehension.

BUSD principals completed three additional CORE training sessions. This included Vocabulary, Comprehension and Assessment. These sessions are intended to support site leaders in understanding the application of the CORE Academy components, provide opportunities for leaders to deepen their understanding of the necessary instructional practices and provide opportunities for them to share what has been working and where additional support is needed.

In addition to the CORE professional learning, BUSD has also invested in Orton Gillingham training for our site-based specialists, including Literacy Coaches, RTI TSAs and Special Education case managers. To date, two cohorts have completed the Orton Gillingham training for a total of 44 educators and there is a third cohort of 19 staff in process.

Areas of professional development BUSD will continue to focus on in the coming quarter include:

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- *Completion of the CORE Reading Academy for K-5* - The final learning session for teachers will be on Assessment and Intervention. Teachers will be trained on the components of a comprehensive assessment system, as well as get specific training on the diagnostic assessments in CORE's *Assessing Reading Multiple Measures* text they received as part of their training materials. These assessments will be shared as part of our required battery of diagnostic assessments that will go into effect for any focal student that is showing as needing strategic or intensive support on our universal screeners. See below in the MTSS section for a description of how BUSD will be leveraging this April 10th and 24th CORE training to prepare General Education teachers to shift assessment practices.
- *Coaching and Professional Development Support Plan* - Literacy Coaches and site leaders have been engaging together in the Reading Fundamentals for Leaders sessions with Lani Mednick from CORE. During the upcoming sessions we will be defining and refining instructional focus for Fall of 24-25. For non-piloting teachers, we will be developing a coaching and professional development plan that will support teachers in implementation of high leverage 'non-negotiable' practices. These practices will be the focus of professional learning, data-based planning, and coaching cycles for K-5 next year. Related to this work we are developing common pacing guides for non-piloting teachers that will incorporate these high leverage practices from the CORE learning series which will be the implementation focus for next year.

**2 - MTSS framework**

In this quarter, we have continued to make progress on defining and refining components of a Multi-Tiered System of Support (MTSS) framework. As an expanded implementation team, we have been developing a definition of Tier 1 instruction in BUSD to guide implementation of a strong MTSS framework.

In an effort to align Tier 1 assessment practices with the research on MTSS and literacy acquisition, and in partnership with principals, literacy coaches, and BREA, BUSD is frontloading and planning for training teachers on the new BUSD Diagnostic Plans for reading to be used next Fall district-wide. This training will take place during the final CORE learning sessions for K-5 on Assessment on April 10th and 24th. These plans importantly do not include running record assessments to ascertain reading levels A-Z. This is a significant change for many BUSD educators in assessment practices, and so we are providing multiple entry points this year for understanding this change and the rationale.

As part of these new plans, at the start of the year, assessment will still begin as before with our universal screening for all students in K-5 (Star and DIBELS). This will be followed by using efficient diagnostic tools, such as the CORE Phonics Survey and others, to understand the specific unfinished learning for our focal students. This kind of granular information held by our

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General Education teachers, will allow classroom instruction to target these needs for our focal students within Tier 1.

We've also developed and shared an updated assessment plan for Middle School that includes collecting Oral Reading Fluency data for any reader that is below on STAR in order to begin to hypothesize and understand the unfinished learning to target with Middle School Reading Support.

In addition to work on diagnostic and assessment plans, BUSD staff has continued focused attention on the decision making structures and processes involved in supporting students with Individual Education Plans (IEPs) and site-based Coordination of Services (COS) team procedures.

IEPs: Routines and procedures for IEP goal setting using DIBELS data is an area of continued attention. The Special Education team has been establishing routines to identify upcoming IEPs, including DIBELS goal review as a standing item on Professional Learning communities (PLCs) agendas, using protocols for reviewing data and setting goals. Work here has also included ongoing DIBELS training for special education teachers with a focus on progress monitoring and individual coaching to review literacy goals each month. While this work started in the first semester of this school year with our elementary case managers, we are now expanding to middle school. We continue to see an increase in the number of IEPs with reading goals using DIBELS each month, increasing from the baseline of 3% in September 2023, with a target of 60% for K-5 by the end of this school year:

<b>Grade level</b>	<b># of Dibels ORF Goals / Unduplicated Students</b>	<b>Unduplicated students with Reading Goals</b>	<b>% of Dibels ORF Goals / Unduplicated Students</b>
<b>K-5</b>	<b>99</b>	<b>156</b>	<b>63%</b>
<b>6-8</b>	<b>34</b>	<b>173</b>	<b>19.5%</b>
<b>Total K-8</b>	<b>133</b>	<b>329</b>	<b>40%</b>

Source: SEIS data (as of 3/31/24)

COS Team: This quarter the BREA staff has facilitated engagements with principals and RTI TSAs to analyze existing processes and identify gaps in existing systems and take steps to define a proactive COS Team process. The overarching goal of this work is to redevelop the COS Team process so that it includes clear goals and processes for Tier 1 classroom work, COS Team driven interventions and then how this connects to the SST process. There have been several meetings with the RTI TSAs to define the priorities of the COS Team process, and

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now we are working on the structures that will support reaching those goals. The RTI Team has defined goals including a proactive, data driven model, and engaging teachers in more Tier 1 interventions.

The work of developing a BUSD MTSS process guide will evolve over time as we make shifts in our assessment and data-driven decision making processes. Areas of focus in the next quarter will include:

- *Refining and Implementing Assessment and Data-Driven Decision Making Protocols* -
  - Building out support plan for Tier 1 Assessment practices that will provide targeted instruction to students ‘at risk’ according to DIBELS/STAR/Lectura screeners.
  - Defining Tier 1 instructional focus of non-piloting teachers for Fall 24-245
  - Defining systems and structures for support and accountability in implementation of structured literacy interventions.
  - Continued monitoring of IEP goal development for students with reading challenges and on COS Team process.

### 3 - Curriculum Review

BUSD recognizes the importance of establishing strong foundational knowledge aligned to research, a critical step in guiding instructional practices and ensuring evidence-based decisions regarding the adoption of a new curriculum. As we enter into the curriculum adoption process, we recognize that the selection and adoption of a new curriculum will further strengthen instructional practices and work toward building a strong foundation in literacy that is necessary for students to experience academic success.

In this quarter, BUSD has taken steps toward an elementary language arts curriculum adoption, beginning with engagement sessions for both site staff and the broader community. In February, we met with principals and site-based specialists to provide an overview of the curriculum adoption process and identify priorities for the adoption of new language arts materials. In addition to getting initial input from stakeholders, staff met with Dr. Gibbons to review the results of the [curriculum review](#) conducted by the Center for Applied Research and Educational Improvement (CAREI), in collaboration with the University of Minnesota, that was released in January 2024. We analyzed the results of the CAREI review, along with CDE approved materials and curriculum identified in the Knowledge Matters Campaign and the EdReports reviews. Dr. Gibbons shared the curriculum review process with literacy coaches and principals. BUSD intends to incorporate this information into our own process for materials selection. We have shared a timeline for the adoption process (*Appendix B*), engaged with our labor partners to identify and carry out a selection process for the Language Arts adoption pilot committee so that the team is a representative group of stakeholders, the majority of which must be classroom teachers.

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BUSD hosted a Community Listening and Learning Session to share plans for an elementary Language Arts curriculum adoption and provide an opportunity for participants to give input and feedback about the district's literacy program. Over 40 parents, community members, site and central staff attended this lively session and shared their priorities, experiences, hopes and dreams for BUSD literacy program improvement. This data was collected and will be shared with the Adoption Committee at their first engagement on April 18th.

At the middle school level, we launched the reading intervention review team to assess current intervention supports against local data and evidence for effect size. We have now documented all the reading interventions we are currently using at all three sites, as well as collected a representative sample Oral Reading Fluency (ORF) data from 138 6th graders who were screened lower (in the intervention, urgent intervention categories) on STAR.

During this quarter we came together as a group, including all middle school literacy support practitioners, to review this 6th grade data, and sort students based on their Oral Reading fluency and accuracy. We also matched them to their current courses (using Educlimber) to see whether the current intervention offerings were matched to the targeted needs demonstrated in the sample data. This allowed us to build consensus on interventions that were not well matched to the needs of students both in our local data, or had a lack of research literature documenting their effectiveness. In order to immediately support more students with reading difficulties at the word level in Middle School we have also trained at least one Special Education, Literacy coach, or reading support specialist in the Orton Gillingham methodology and approach so that they can provide structured multi-sensory literacy support to small groups of students within the support classes.

In the next three months, we will concentrate efforts on the following:

- *Elementary curriculum* - Launch the elementary Language Arts adoption pilot committee, beginning with analyzing the current state of language arts instruction and student academic achievement in BUSD through a data dive. From there, we will begin our initial work on identifying our BUSD literacy instructional framework. From our framework, we will concentrate on the curricula options and narrow down the curriculum options to the ones that will be piloted across BUSD in the 24/25 SY.
- *Middle Grades Reading Intervention* - As the year comes to a close, and based on the data analysis conducted this year, we will transition out of any and all use of Leveled Literacy Intervention (LLI) and Read180 at the Middle School Level due to a lack of documented efficacy for our striving readers in 6-8th grade. We will engage in a process to review and select supplemental reading support tools based in research-and evidence-based practices to be implemented Fall 24-25. We will also develop a plan for ongoing training, coaching and support for these programs beginning in Fall of 24-25. In addition, BREA and Curriculum and instruction departments are working to develop

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infrastructure and support systems to align and share data from 5th to 6th Grade Transition using Educlimber. (i.e. Oral Reading Fluency Data for students scoring below proficiency on STAR, historical intervention information and data). This data can then be used to support triage of students coming into 6th grade who need additional strategic or intensive reading support.

- *Continued Educator and Community Engagement* - In effort to gather input and perspective from our education partners, BUSD's team will continue offering educator and community engagement opportunities. Building off of the first community listening session which had an attendance of 40+ stakeholders, BUSD will provide a second community listening session on Monday, May 13th at which time we will share the pilot committees work around the BUSD literacy instructional framework, and the narrowed down curricula under consideration for piloting. Dr. Gibbons will be presenting at this May engagement session. Further, and in effort to ensure a diverse range of perspectives are shared, BUSD will be holding focal group engagements for families of African American and LatinX students.

#### 4 - Data Tools and Progress Monitoring Routines

The RTI Coaches and Literacy Coaches have continued to work on progress monitoring students using Oral Reading Fluency (ORF) if they are performing in the lowest DIBELS or STAR Proficiency bands. Reminders are sent out during each cycle and eduCLIMBER can be used to check whether or not students are making progress. As more data points are added into eduCLIMBER (daily uploads) it's possible to see exactly how students are progressing. eduCLIMBER is being used to gather screening data and diagnostic data so that all the assessment information related to a student lives in one place.

RTI TSAs at the K-5 level have been using intervention groups in eduCLIMBER to document and monitor the interventions that are being provided. There is work happening with the Middle School RTI TSAs to see whether the students who are receiving support outside of rostered classes could also have their progress monitored in eduCLIMBER. Additionally, there is an upcoming Literacy meeting at the High School to discuss how to support students coming in from middle schools with targeted interventions and how the High School team can use STAR data moving forward (and potentially a diagnostic assessment) with 9th and 10th grade students.

There was a Middle of Year Data review in January with the RTI TSAs, Literacy Coaches and Principals to look at student progress and growth rate since the start of the year. There will be an End of Year Data review in May once the third screening window closes. The purpose of this PD will be to ensure that site teams have a plan to use their current data to set students up for success for next school year.

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**5 - Communication Channels**

BUSD Literacy Action Plan website page continues to serve as a resource for staff and the community. Here, members of the public can find all prior quarter reports and monitoring reports, in addition to information about the CORE training and our district assessments.

Highlights of our literacy work have been regularly included in district communications. Highlights from this quarter include:

**Publications**

- A+ News
  - February 2024 ([English](#) and [Spanish](#)) Literacy Learning Session #1

**Social Media Posts**

- March 18 [Twitter](#) and [Facebook](#) - Neurodiversity Reading Lists #BerkeleyReads!
- February 29 [Twitter](#) and [Facebook](#) - Reporting Out on Literacy Learning Session #1
- February 23, [Twitter](#) and [Facebook](#) - Invitation to attend Literacy Learning Session #1
- February 23, [Twitter](#) and [Facebook](#) - Virtual Literacy Roundtable
- February 7, [Twitter](#) and [Facebook](#) - Black History Month Reading Lists #BerkeleyReads!
- January 29, [Twitter](#) and [Facebook](#) - Hopeville Documentary on Dyslexia and Literacy
- January 18, [Twitter](#), [Facebook](#) - Disability Awareness Reading Lists #BerkeleyReads!

**Video**

- January 2024 - [English](#) and [Spanish](#), January BUSD highlights including introducing Disability Awareness Month reading lists, and promoting the North Region SELPA CAC Virtual Literacy Roundtable.
- February 2024 - [English](#) or [Spanish](#), February BUSD highlights, including how to be involved in the district's literacy curriculum adoption process

**District-Wide Emails (also posted on the BUSD website newsfeed)**

- Feb 23, [Invitation to BUSD Literacy Community Listening Session #1](#)
- Feb 23, [North Region SELPA CAC Virtual Literacy Roundtable](#)

**Next Steps**

For the next reporting period, April 1-June 30, 2024, we will continue to take action on each of the Literacy Action Plan Goals.

**Goal 1:**

- Complete the K-5 CORE Academy training and additional Orton-Gillingham training for site based specialists and prepare General Education teachers to shift assessment practices, with a specific focus on finalizing the BUSD Diagnostic Plans with guidance

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from Dr. Gibbons.

- Launch the elementary Language Arts adoption pilot committee. The committee will begin their work by developing BUSD's own literacy instructional framework to use in the guidance of the selection and implementation of a new curriculum. This team will also begin work in April and May to narrow down the curricula under consideration to those that will be piloted next Fall.
- Develop a PD calendar for 2024-25 to support teachers in the new implementation of the CORE phonics survey for students based on DIBELS assessment and using that data to generate Tier 1 classroom interventions.

**Goal 2**

- Continue to develop and refine the BUSD MTSS Process Guide for Literacy with a specific focus on data-driven decision making processes for identifying students for Tier 2 or 3 support.
- Continue training and support for progress monitoring implementation and goal setting using STAR and DIBELS.
- Complete additional Orton-Gillingham training for site based specialists and identify opportunities to support implementation.
- Continue work with Middle School teams to use the inventory and data analysis to build and align on key practices for reading support programs across BUSD's three middle schools.
- Leverage development of MTSS Process Guide for Literacy to align with CCEIS efforts to develop common practices for COS (Coordination of Services Teams) and SST (Student Study Teams) process.

**Goal 3**

- Continued BREA facilitated professional development to support the administration of DIBELS, STAR and NWEA assessments and using data and monitoring tools in eduCLIMBER and reports in Amplify to assess student progress.
- Continued work to redefine and calibrate COS Team process with RTI TSAs and principals.

**Goal 4**

- Initiate Orton Gillingham training for special education case managers at the middle school level, anticipating 7 middle school case managers to be trained by June 2024.
- By the end of June 2024, 19 elementary Education Specialists will have been trained in the Comprehensive Orton Gillingham program (14 Mild-Moderate teachers, 7 Extensive Needs Support Teachers).
- Continued coaching and development in goal writing using DIBELS and reviewing IEPs

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monthly to build accountability for the expectations for IEP goal writing, with an expanded focus on middle school.

- Monitor the transition IEP process with careful attention to IEP goals as students transition from elementary to middle school, and from middle school to high school.
- Continued monitoring attendance, behavior, and grades for students with Section 504 plans.

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*Table 1 - As of March 31, 2024*

Appendix Reference	Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C), On-track (OT), Approaching (A), Barriers (B), Not Started
II.A.1.a	1. BUSD will form a District Implementation Team.	45 days after Effective Date	4/22	5/10/22	C
II.B.2.a.i	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
II.A.i.b.ii	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
II.B.1.a	4. BUSD will review and implement reforms to District policies, procedures and practices as needed to fulfill the goals of the Literacy Improvement Program, including RTI	Years 1 through 3	9/22	6/30/2025	OT
II.B.2.a.i	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	C

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II.B.2.c.i	6. BUSD will evaluate staff perceptions about changes in general and special education research-based reading practices and MTSS-RDS.	Years 1 - 3	6/10/22	6/30/2025	OT
II.A.1.b.ii	7. BUSD will consult with the Outside Consultants with regard to development of appropriate and measurable literacy goals	Year 1-3	6/10/22	8/15/2022	OT
II.B.2.b.i	8. Train grade-level teams and Tier 2 and Tier 3 service providers to use their screening and progress monitoring data.	Beginning Year 1			OT
II.B.2.a.i	9. A. BUSD will provide K-5 general education teachers and K-5 special education teachers professional development in how to use the Benchmark Assessments system for screening and progress monitoring, and for reports to parents/guardians.	Per Targeted PD	9/22	Prior to Report Cards and Conferences annually	OT
II.B.2.a.i	9. B. BUSD will provide Grades 6-8 Reading and Language Arts teachers, and 6-8 special education teachers professional development in how to use the Benchmark Assessments system for screening and progress monitoring, and for reports to parents/guardians	Per Targeted PD	9/23	Prior to Report Cards and Conferences annually	OT
II.B.2.b.i	10. BUSD will provide professional development to school-based teams to use of Benchmark Assessment data the MTSS-Reading Data System ("MTSS-RDS") to triage students into appropriately intensive Tier 2 or Tier 3 reading interventions, write reading goals that meaningfully reduce the	Per Targeted PDP	9/1/2022,	6/30/2025	OT

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	reading achievement gap, and monitor progress and report progress to parents/guardians to ensure growth and development.				
	11. BUSD will provide K-5 general and special education teachers, Grades 6-8 Reading and Language Arts teachers, professional development in how to use the Benchmark Assessments system for screening and progress monitoring, and for reports to parents/guardians.				
II.B.2.a.ii	12. A. As set forth in the Targeted PDP, BUSD will provide K-5 general education teachers professional development in research and practice of Reading and Language Arts instruction consistent with the curriculum framework	Per Targeted PDP	Ongoing	6/24	OT
II.B.2.a.ii	12. B. As set forth in the Targeted PDP, BUSD will provide Grades 6-8 Reading and Language Arts teachers professional development in research and practice of Reading and Language Arts instruction consistent with the curriculum framework	Per Targeted PDP	8/23	6/24	OT
II.B.2.a.iii	13. A. BUSD will begin implementation of the Targeted PDP to provide Grades K-5 general education teachers professional development in how to use their chosen Reading and Language Arts Tier 1 curriculum through coaching and observations to provide feedback on implementation.	Per Targeted PDP	ongoing	6/24	OT

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Appendix Reference	Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C), On-track (OT), Approaching (A), Barriers (B), Not Started
II.B.2.a.iii	13. B. BUSD will begin implementation of the Targeted PDP to provide 6-8 Reading and Language Arts teachers professional development in how to use their chosen Reading and Language Arts Tier 1 curriculum through coaching and observations to provide feedback on implementation.	Per Targeted PDP	8/23	6/25	OT
II.B.2.a.ii	14. BUSD, in consultation with the Outside Consultants, will identify supports to Tier 1 curriculum for Grades 4-8.	Year 1	9/23	5/24	OT
II.B.2.a.i	15. A. As part of the Literacy Improvement Program, BUSD, in conjunction with school site principals, teachers, school personnel and bargaining units, will conduct a review and assessment of its core reading program for K-5	Years 1 through 3	9/22	April 2023	C
II.B.2.a.i	15. B. As part of the Literacy Improvement Program, BUSD, in conjunction with school site principals, teachers, school personnel and bargaining units, will conduct a review and assessment of its Tier 2 reading intervention program for 6-8	Years 1 through 3	9/23		C
II.B.2.a.ii	16. BUSD will assess and monitor the success of the FastTrack phonics program along with K-3 benchmark data to ensure FastTrack is an appropriately intensive, research-based phonics program, aligned with the needs of BUSD students and reading science.	Years 1 - 3	Ongoing	Ongoing	OT
II.A.1.b.iv	17. BUSD will consult with the Outside Consultant with regard to development of guidelines and criteria used to place at-risk students into Tier 2 and Tier 3 interventions.	Beginning no more than 15 days from retention of	7/22	8/30/2022	OT

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Appendix Reference	Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C), On-track (OT), Approaching (A), Barriers (B), Not Started
		Outside Consultants , through Y3			
	18. BUSD will provide professional development to school-based teams to use of Benchmark Assessment data the MTSS-Reading Data System ("MTSS-RDS") to triage students into appropriately intensive Tier 2 or Tier 3 reading interventions, write reading goals that meaningfully reduce the reading achievement gap, and monitor progress and report progress to parents/guardians to ensure growth and development.				
II.B.2.b.iii	19. With input from the Outside Consultants, BUSD will develop and implement an MTSS staffing plan that supports Tier 2 service delivery model by coordinating available remedial programs such as Title 1, English Learner, and reading specialists.	Beginning Year 1	1/23	see note	A
II.A.1.b.v	20. BUSD will consult with the Outside Consultants with regard to development and implementation of progress monitoring guidelines for Tier 2 and Tier 3 students.	Year 1-3	8/2022	8/15/2022	OT
II.B.2.d.ii	21. BUSD will implement the Wilson Reading System.	Year 1	9/2022	June 2023	OT
II.C.1.a	22. The BUSD Implementation Team will identify and secure the services of an impartial outside Monitor to monitor and report on BUSD's compliance with the Literacy Improvement Program.	Within 60 days after Effective Date			C

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II.A.1.b.i	23. BUSD will consult with the Outside Consultants regarding proposed changes to District-wide reading intervention and special education policies, procedures and practices as outlined in the Literacy Improvement Program before presentation by the Implementation Team to the School Board for approval.	Beginning no more than 15 days from retention of Outside Consultants , through Y3	on going	6/30/2025	OT
II.C.1.d	24. The BUSD Implementation Team will provide the Monitor with implementation reports.	Quarterly basis in Years 1 through 3	ongoing		OT
II.C.1.e	25. The Monitor will issue Monitoring Reports on a semi-annual basis addressing progress on Literacy Improvement Program implementation to the School Board and BUSD Implementation Team.	Ongoing Years 1 through 3	ongoing		OT
II.C.1.c	26. The Monitor will provide a Monitoring Plan to the School Board, and BUSD Implementation Team.	Within 60 days of its acceptance of assignment as Monitor	ongoing	June 29, 2022	C
II.B.2.c.i	27. BUSD will develop and implement a monitoring component to the Literacy Improvement Program.	Year 1		June 2025	OT
II.A.1.b.vi	28. BUSD will consult with the Outside Consultants to review and assess feedback to refine the Literacy Improvement Program as needed to accomplish stated goals.	Years 1 -3	Ongoing	6/30/2025	OT

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II.C.1.b	29. The BUSD Implementation Team will provide the Literacy Improvement Program to the Monitor, Outside Consultants, and Plaintiffs' Counsel.	Years 1-3	Ongoing		C
II.B.2.d.i	30. BUSD will work with the Outside Consultants to develop a plan to increase use of the MTSS as part of the comprehensive evaluation to identify students with SLD, including dyslexia.	Year 1	1/23	6/1/2025, see question	A
II.B.2.d.iii	31. BUSD will develop corollary Section 504 goal development and progress monitoring standards.	Year 1	January 2023	January 2023	OT
II.B.2.d.iii	32. BUSD will provide IEP and Section 504 teams training on use of the MTSS-RDS (Dibels/Star) (e.g., AIMSWebPLUS, FastBridge, DIBELS Next or Renaissance Star), and other relevant information, including diagnostic surveys of academic skills, and student goal-setting practices.	Year 1	September 2023?	June 2024	OT
II.B.2.d.iii	33. Implement policies, procedures, and practices to ensure that all students with IEP reading goals will have their progress monitored appropriately according to the student's stated IEP goals.	Year 2	8/23	June 2025	OT
II.B.2.d.iii	34. BUSD will implement policies, procedures, and practices to ensure that when current students with disabilities' IEPs are subject to review, new goals will be written on a case-by-case basis using the MTSS-RDS (Dibels). Special education teachers will monitor progress according to the students' stated IEP goals	Year 2	9/23	6/30/2025	OT

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II.B.2.b.iii	35. With input from the Outside Consultants, BUSD will develop and implement an MTSS staffing plan that supports Tier 3 service delivery by special education personnel.	1/23			OT

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**Appendix A** - Summary of revised settlement agreement actions, Literacy Improvement Program Monitoring Report 3 (December 2023), page 2.

Original Settlement Agreement (November 2021)	Revised Settlement Agreement (December 2023)
<p>9. BUSD will provide <u>K-5 general education teachers, Grades 6-8 Reading and Language Arts teachers, and K-8 special education teachers</u> professional development in how to use the Benchmark Assessments system for screening and progress monitoring, and for reports to parents/guardians. [II.B.2.a.i]</p>	<p>9a. Provide <u>K-5 general education teachers and K-5 special education teachers</u> professional development in how to use the Benchmark Assessments system for screening and progress monitoring, and for reports to parents/guardians.</p> <p>9b. Provide <u>Grades 6-8 Reading and Language Arts teachers, and 6-8 special education teachers</u> professional development in how to use the Benchmark Assessments system for screening and progress monitoring, and for reports to parents/guardians.</p>
<p>12. BUSD will provide <u>K-5 general education teachers and Grades 6-8 Reading and Language Arts teachers</u> professional development in research and practice of Reading and Language Arts instruction consistent with the curriculum framework. [II.B.2.a.ii]</p>	<p>12a. Provide <u>K-5 general education teachers</u> professional development in research and practice of Reading and Language Arts instruction consistent with the curriculum framework.</p> <p>12b. Provide <u>Grades 6-8 Reading and Language Arts teachers</u> professional development in research and practice of Reading and Language Arts instruction consistent with the curriculum framework.</p>
<p>13. Begin implementation of the Targeted PDP to provide <u>Grades K-5 general education teachers and Grades 6-8 Reading and Language Arts teachers</u> professional development in how to use their chosen Reading and Language Arts Tier 1 curriculum through coaching and observations to provide feedback on implementation. [II.B.2.a.iii]</p>	<p>13a. Begin implementation of the Targeted PDP to provide <u>Grades K-5 general education teachers</u> professional development in how to use their chosen Reading and Language Arts Tier 1 curriculum through coaching and observations to provide feedback on implementation.</p> <p>13b. Begin implementation of the Targeted PDP to provide <u>Grades 6-8 Reading and Language Arts teachers</u> professional development in how to use their chosen Reading and Language Arts Tier 1 curriculum through coaching and observations to provide feedback on implementation.</p>
<p>15. Conduct a review and assessment of <u>BUSD core reading program</u> in conjunction with school site principals, teachers, school personnel and bargaining units. [II.B.2.a.i]</p>	<p>15a. Conduct a review and assessment of <u>BUSD K-5 core reading program</u> in conjunction with school site principals, teachers, school personnel and bargaining units.</p> <p>15b. Conduct a review and assessment of <u>BUSD Grades 6-8 reading intervention programs</u> in conjunction with school site principals, teachers, school personnel and bargaining units.</p>

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**Appendix B** - BUSD has identified the following timeline for supporting a K-5 English Language Arts curriculum adoption:

August 2023-December 2024: Build Capacity and Plan
<ul style="list-style-type: none"> <li>● <b>Professional Learning:</b> Structured Literacy Training for Teachers and Specialists; Orton-Gillingham, Consortium on Reaching Excellence Elementary Reading Academy, Middle School: Adolescent Literacy Solutions</li> <li>● Review CDE Approved <a href="#">Instructional Materials</a>, ELA/ELD <a href="#">Framework</a>, <a href="#">ELA/ELD Curriculum Framework Review Criteria (Chapter 12)</a>, <a href="#">Review Toolkit for Alignment with Standards</a>, <a href="#">Knowledge Matters Campaign Materials</a> include <i>Dual Immersion Program Consideration</i>.</li> </ul>
January-February 2024: Research and Gather
<ul style="list-style-type: none"> <li>● Review CDE approved materials with national curriculum review conducted by the University of Minnesota (CAREI) to be released in January 2024</li> <li>● Host initial community engagement session</li> <li>● Initiate process to identify a Literacy and Language Arts Materials adoption committee following Board policy</li> <li>● Prepare budget analysis for curriculum pilot and present to SBAC as part of the 2024-25 budget planning cycle</li> </ul>
March-April 2024: Launch Stakeholder/Educational Partner Participation
<ul style="list-style-type: none"> <li>● Gather stakeholder/educational partner participants</li> <li>● Contact vendors and gather materials</li> <li>● Finalize adoption committee</li> <li>● Community Input #1</li> </ul>
May 2024: Review Options + Choosing Piloting Materials
<ul style="list-style-type: none"> <li>● Review Options/Curriculum Presentations</li> <li>● Committee Collaboration #1 / Community Input: Priorities</li> </ul>
June-August 2024 Planning for Training and Piloting Process
<ul style="list-style-type: none"> <li>● Planning for Pilot Process</li> <li>● Training for Piloting Teachers</li> </ul>
September-October 2024 Pilot Cycle 1*
<ul style="list-style-type: none"> <li>● Committee Collaboration #2: Pilot Cycle #1</li> <li>● Committee Collaboration #3: Debrief Cycle#1</li> </ul>
November-December 2024: Pilot Cycle 2
<ul style="list-style-type: none"> <li>● Committee Collaboration #4:Pilot Cycle #2</li> <li>● Committee Collaboration #5: Debrief Cycle #2</li> </ul>
January-February 2025: Pilot Cycle 3
<ul style="list-style-type: none"> <li>● Committee Collaboration #4:Pilot Cycle #3</li> <li>● Committee Collaboration #5: Debrief Cycle 3</li> </ul>
March 2025:Pilot Cycle 4 + Recommendations

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<ul style="list-style-type: none"> <li>● Committee Collaboration #6: Pilot Cycle #4</li> <li>● Committee Collaboration #5: Debrief Cycle 4</li> <li>● Community Input forum (In-Person)</li> <li>● Prepare budget analysis for curriculum adoption and present to SBAC as part of the 2025-26 budget planning cycle</li> <li>● Provide recommendation to the Board of Education</li> </ul>
April 2025: Process Review + Training Implementation
<ul style="list-style-type: none"> <li>● Committee Collaboration #7: Implementation Plan and Timeline</li> </ul>
May 2025: Planning for Implementation
<ul style="list-style-type: none"> <li>● Plan for order and delivery of materials</li> <li>● Prepare for principal, site specialist and teacher training</li> </ul>
June 2025-July 2025: Planning for Implementation
<ul style="list-style-type: none"> <li>● Buy-Back days for teacher training</li> </ul>

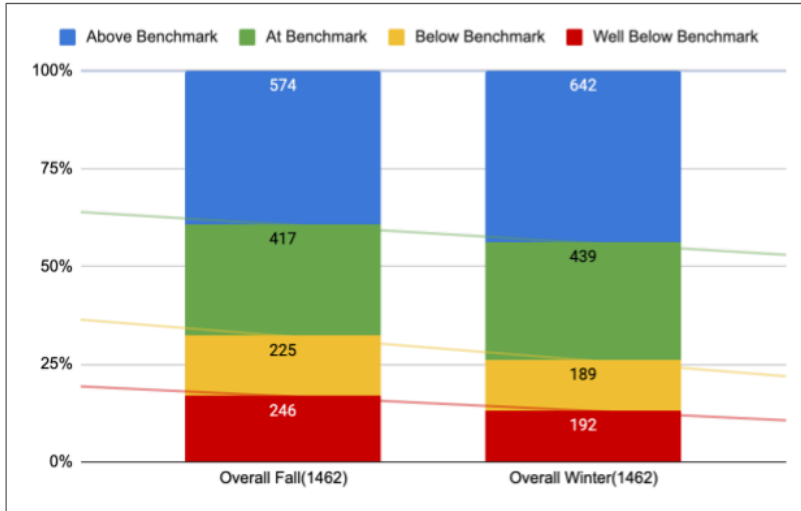
*\*Number of pilot cycles may vary depending on the number of curricula identified for the pilot*

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**Appendix C** - 2023-24 DIBELS and STAR Window 1, 2 data by grade, including disaggregated data by race/ethnicity and program. Slides excerpted from BUSD Mid-Year Update Board Presentation shared with the Board of Education on March 6, 2024.



## DIBELS K-2 Fall to Winter Progress 2023-2024 Overall Composite Scores



**74% of students scored At or Above Benchmark in Winter**

**6% decrease in number of students who scored Below and Well Below Benchmark between Fall and Winter**

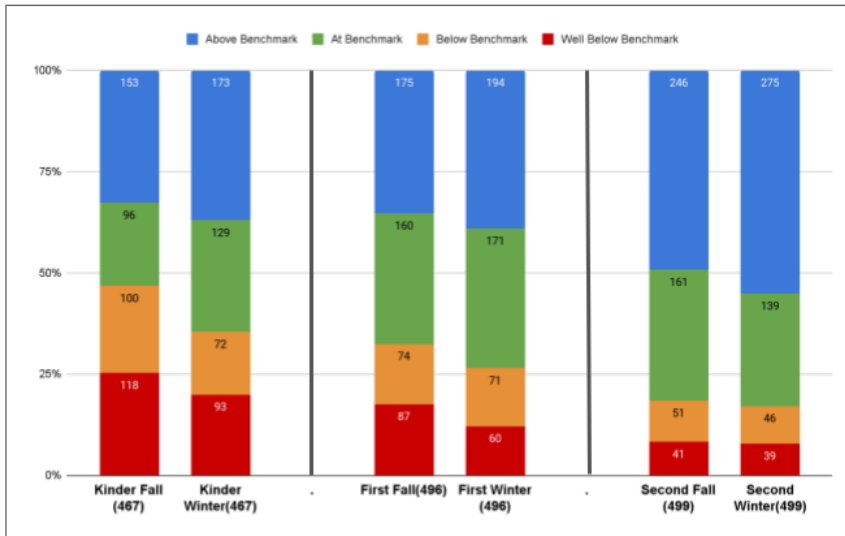
Grades K-2 Overall:

	Fall	Winter
Above BM	39%	44%
At BM	29%	30%
Below BM	15%	13%
Well Below BM	17%	13%

Source: Amplify



## DIBELS Grades K, 1, 2 Fall to Winter Progress 2023-2024 Composite Scores by Grade Level



**Kindergarten:** ↑ 12%

65% scored At or Above Benchmark

**First Grade:** ↑ 6%

74% Scored At or Above Benchmark

**Second Grade:** █

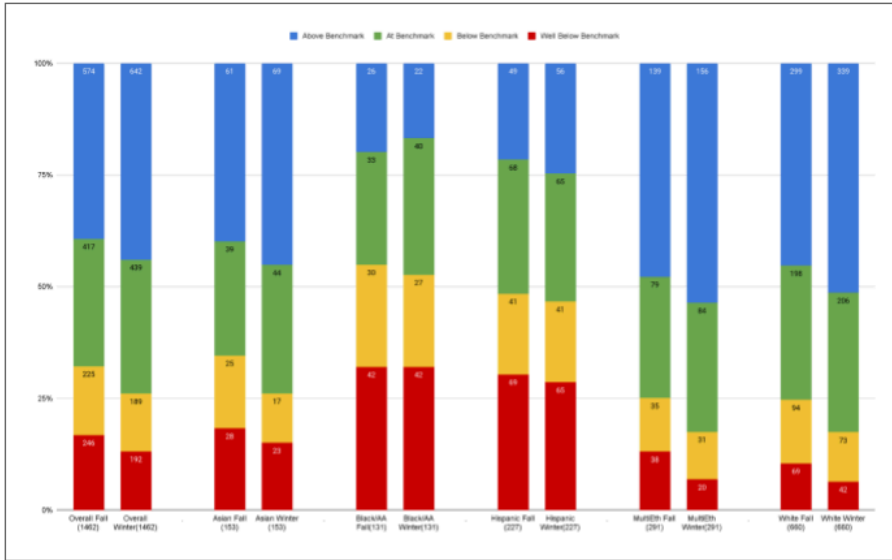
83% scored At or Above Benchmark

By second grade many students (>75%) start the year at mastery, therefore there is typically less growth on DIBELS in this grade level throughout the year.

Source: Amplify

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**DIBELS K-2 Fall to Winter Progress 2023-2024 Composite Scores by Race/Ethnicity**



We are seeing positive growth across ethnic groups, and continue to have a need to focus on our African American and Latino students.

Source: Amplify

**DIBELS  
Composite  
Grades K-2:  
Fall to Winter  
Growth  
2023-2024**

**Black/AA and  
Latinx Focal  
Groups**

**Black/African American**

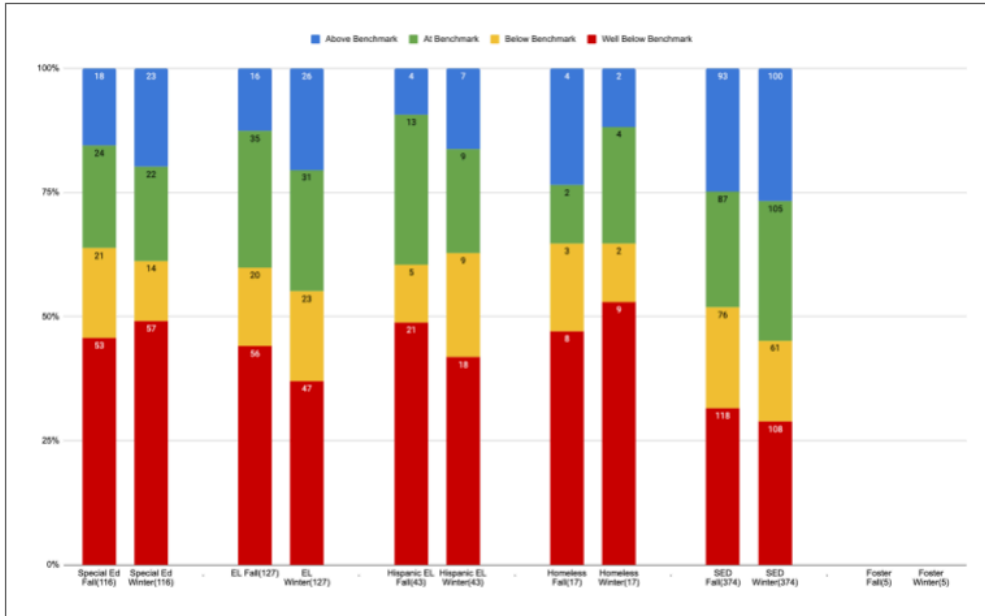
Grade	At/Above Benchmark	At/Above Benchmark	Fall to Winter Change
K	Fall 40%	Winter 40%	0%
1st	Fall 44%	Winter 44%	0%
2nd	Fall 51%	Winter 58%	7%

**Latinx**

Grade	At/Above Benchmark	At/Above Benchmark	Fall to Winter Change
K	Fall 28%	Winter 32%	4%
1st	Fall 53%	Winter 58%	5%
2nd	Fall 72%	Winter 68%	-4%

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**DIBELS K-2 Fall to Winter Progress 2023-2024 Composite Scores by Program**



We are seeing positive growth across programs. Many students are still scoring in the Below and Well Below Benchmark categories, however. We continue to have a need to focus on students in all of these groups.

**DIBELS  
Composite  
Grades K-2:  
Fall to Winter  
Growth  
2023-2024**

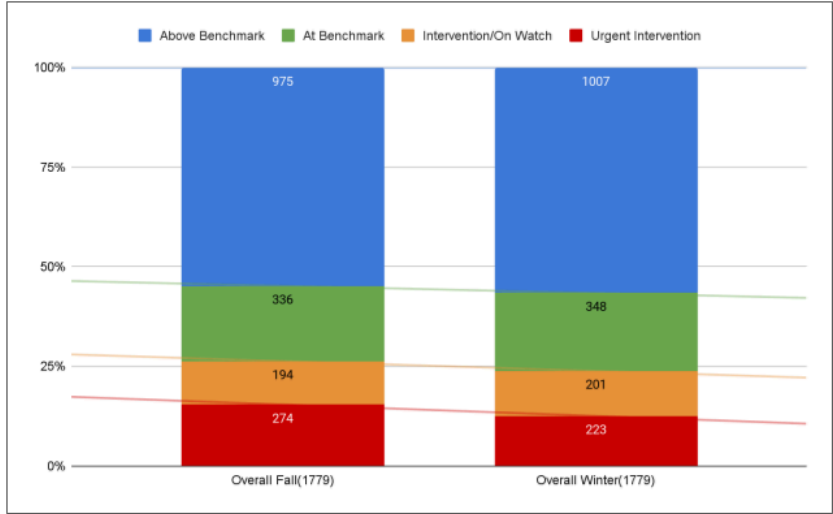
**SPED, EL, &  
Latinx EL  
Focal Groups**

<b>SPED</b>	At/Above Benchmark	At/Above Benchmark	Fall to Winter Change
K	Fall 28%	Winter 30%	2%
1st	Fall 36%	Winter 39%	3%
2nd	Fall 36%	Winter 39%	3%
<b>EL</b>	At/Above Benchmark	At/Above Benchmark	Fall to Winter Change
K	Fall 30%	Winter 44%	14%
1st	Fall 40%	Winter 45%	5%
2nd	Fall 40%	Winter 45%	5%
<b>Latinx EL</b>	At/Above Benchmark	At/Above Benchmark	Fall to Winter Change
K	Fall 18%	Winter 18%	0%
1st	Fall 27%	Winter 27%	0%
2nd	Fall 65%	Winter 59%	-6%

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**STAR Reading Grades 3-5 Fall to Winter Progress 2023-2024 Overall Scores**



**77% of students scored At or Above Benchmark**

**3% decrease in number of students who scored in Intervention or Urgent Intervention**

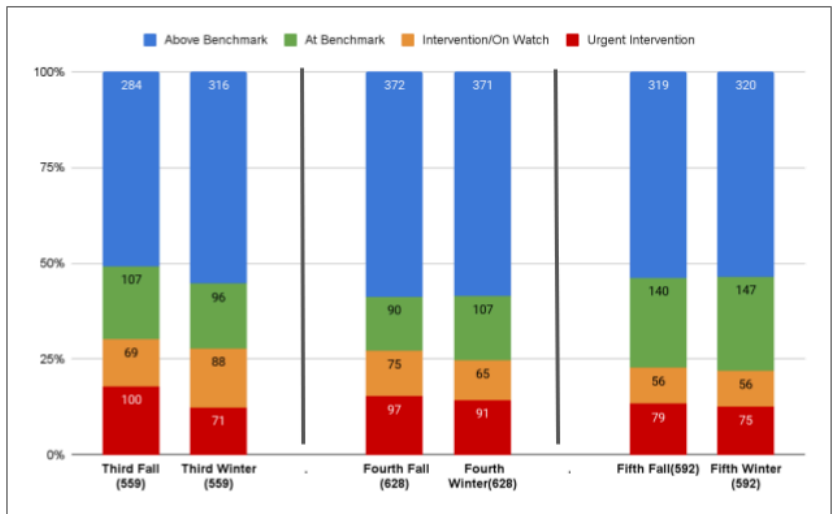
Grades 3-5 Overall:

	Fall	Winter
Above BM	55%	57%
At BM	19%	20%
On Watch/Inter	11%	11%
Urgent Interven.	15%	13%

Source: Illuminate



**STAR Reading Grades 3, 4, 5 Fall to Winter Progress 2023-2024 by Grade Level**



**Over 70% of all students scored At or Above Benchmark**

**Grade 3:** ↑4%  
74% Scored At or Above Benchmark

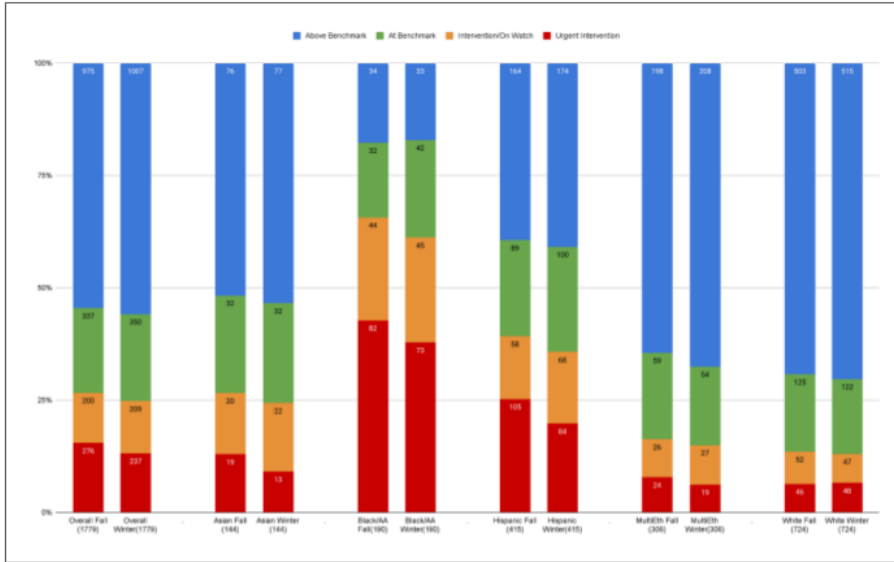
**Grade 4:** ↑3%  
76% Scored At or Above Benchmark

**Grade 5:** —  
79% scored At or Above Benchmark

Source: Illuminate

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**STAR Reading Grades 3-5 Fall to Winter Progress 2023-2024 by Race/Ethnicity**



We are seeing positive growth across ethnic groups. We continue to have a need to focus on our African American and Latino students, as the data shows a higher percentage of students in these focal groups in the Intervention and Urgent Intervention categories.

Source: Illuminate

**Star Reading  
Grades 3-5:  
Fall to Winter  
Growth  
2023-2024**

**Black/AA and  
Latinx Focal  
Groups**

**Black/African American**

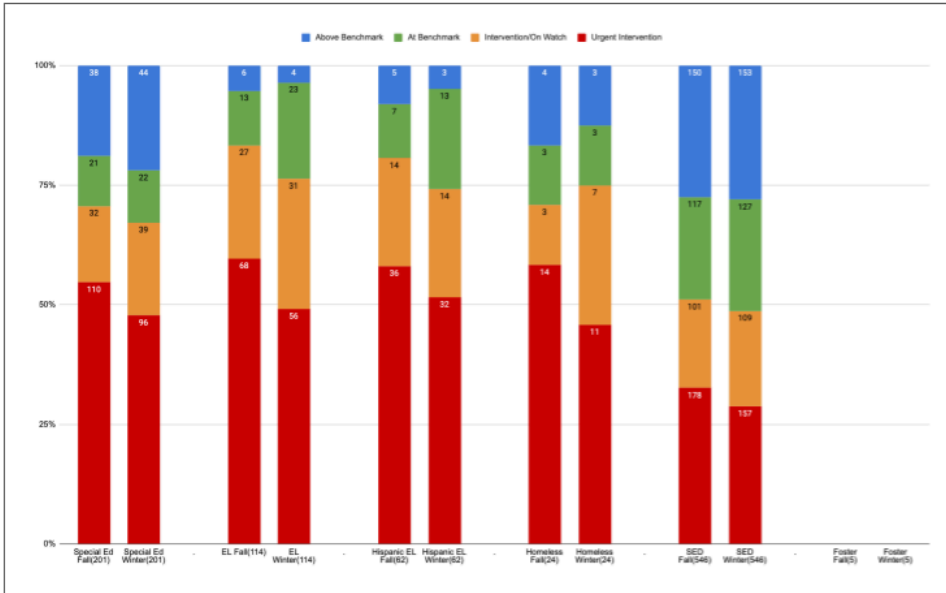
Grade	At/Above Benchmark	At/Above Benchmark	Fall to Winter Change
3rd	Fall 31%	Winter 38%	7%
4th	Fall 31%	Winter 40%	9%
5th	Fall 43%	Winter 40%	-3%

**Latinx**

Grade	At/Above Benchmark	At/Above Benchmark	Fall to Winter Change
3rd	Fall 55%	Winter 66%	10%
4th	Fall 63%	Winter 63%	0%
5th	Fall 64%	Winter 69%	5%

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**STAR Reading Grades 3-5 Fall to Winter Progress 2023-2024 by Program**



We are seeing positive movement across programs and continue to have a need to focus on students in all our program groups.

Source: Illuminate

**Star Reading  
Grades 3-5:  
Fall to Winter  
Growth  
2023-2024**

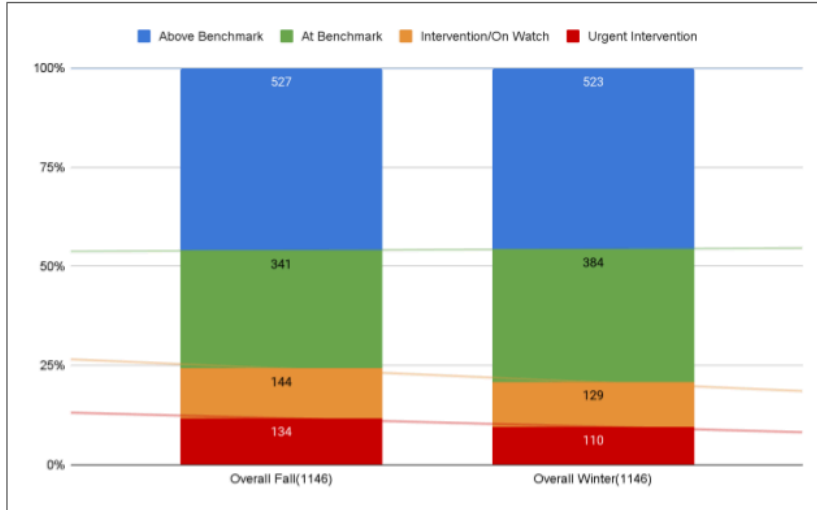
**SPED, EL, &  
Latinx EL  
Focal Groups**

<b>SPED</b>	At/Above Benchmark	At/Above Benchmark	Fall to Winter Change
3rd Grade	Fall 28%	Winter 24%	-4%
4th Grade	Fall 28%	Winter 34%	6%
5th Grade	Fall 34%	Winter 38%	4%
<b>EL</b>	At/Above Benchmark	At/Above Benchmark	Fall to Winter Change
3rd Grade	Fall 12%	Winter 29%	17%
4th Grade	Fall 23%	Winter 23%	0%
5th Grade	Fall 15%	Winter 18%	3%
<b>Latinx EL</b>	At/Above Benchmark	At/Above Benchmark	Fall to Winter Change
3rd Grade	Fall 13%	Winter 38%	25%
4th Grade	Fall 30%	Winter 25%	-5%
5th Grade	Fall 17%	Winter 17%	0%

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**STAR Reading Grades 6-7 Fall to Winter Progress 2023-2024 Overall Scores**



**80% of students scored At or Above Benchmark**

**4% decrease in number of students who scored in Intervention or Urgent intervention**

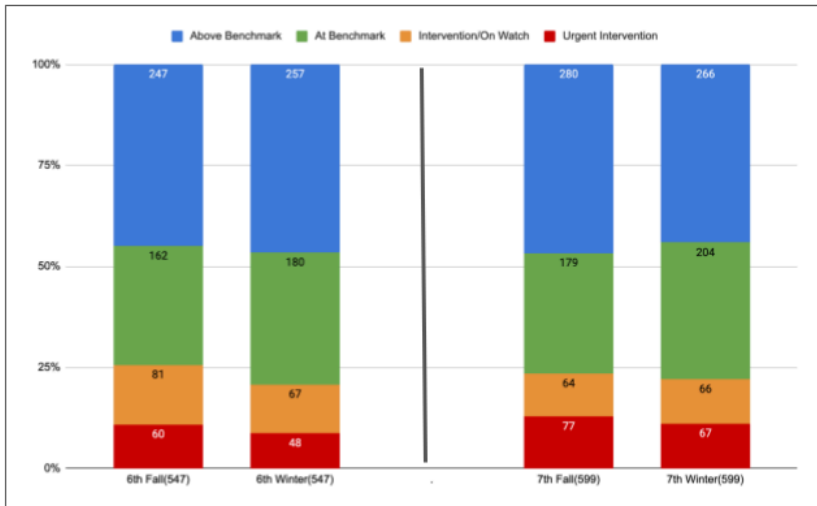
Grades 6-7 Overall:

	Fall	Winter
Above BM	46%	46%
At BM	30%	34%
On Watch/Inter	13%	11%
Urgent Interven.	12%	10%

Source: Illuminate



**STAR Reading Grades 6 & 7 Fall to Winter Progress 2023-2024 by Grade Level**



**Over 75% of all 6th-7th grade students scored At or Above benchmark**

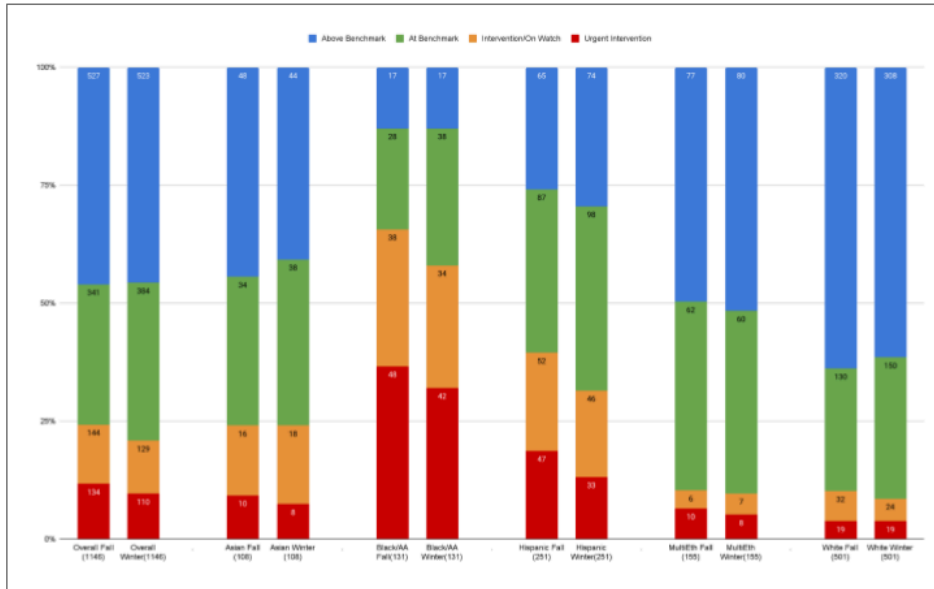
**Grade 6: ↑ 5%**  
80% scored At or Above Benchmark

**Grade 7: ↑ 2%**  
78% Scored At or Above Benchmark

Source: Illuminate

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**STAR Reading Grades 6-7 Fall to Winter Progress 2023-2024 by Race/Ethnicity**



Source: Illuminate

We are seeing positive growth across ethnic groups in middle school. We continue to need to focus on our African American and Latino students.

**Star Reading  
Grades 6-7:  
Fall to Winter  
Growth  
2023-2024**

**Black/AA and  
Latinx Focal  
Groups**

**Black/African American**

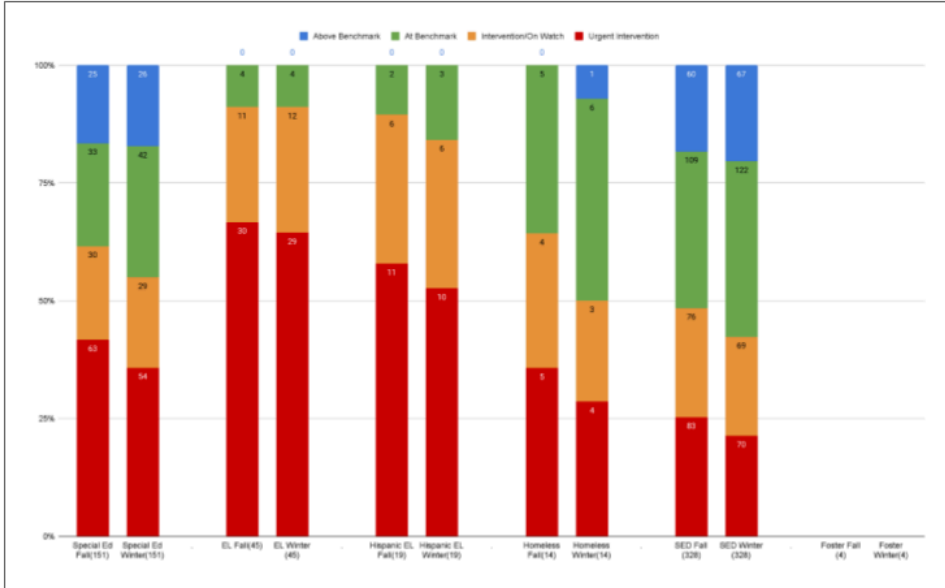
Grade	At/Above Benchmark	At/Above Benchmark	Fall to Winter Change
6th	Fall 34%	Winter 46%	11%
7th	Fall 34%	Winter 39%	4%

**Latinx**

Grade	At/Above Benchmark	At/Above Benchmark	Fall to Winter Change
6th	Fall 57%	Winter 70%	13%
7th	Fall 64%	Winter 67%	3%

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**STAR Reading Grades 6-7 Fall to Winter Progress 2023-2024 by Program**



We are seeing positive movement across program groups and continue to have a need to focus on many of these student groups, particularly English Learners.

Source: Illuminate

**Star Reading  
Grades 6-7:  
Fall to Winter  
Growth**

**SPED, EL, &  
Latinx EL  
Focal Groups**

*\* n < 10  
Group too small to report*

**SPED**

Grade	At/Above Benchmark	At/Above Benchmark	Fall to Winter Change
6th Grade	Fall 39%	Winter 49%	10%
7th Grade	Fall 38%	Winter 41%	3%

**EL**

Grade	At/Above Benchmark	At/Above Benchmark	Fall to Winter Change
6th	Fall 10%	Winter 14%	4%
7th	Fall 8%	Winter 4%	-4%

**Latinx EL**

Grade	At/Above Benchmark	At/Above Benchmark	Fall to Winter Change
6th	Fall 9%	Winter 27%	18%
7th	*	*	*