

**Berkeley Unified School District Literacy Action Plan  
2022-2023, Third Quarter Report  
March 2023**

**Background**

BUSD's mission is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world. As part of the Literacy Action Plan BUSD has the opportunity to continue building a comprehensive literacy program that is aligned to research and will support 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.

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.

In Spring 2022, BUSD secured the services of Mr. George Ellis, a professor at UC Berkeley and Director of the UC Berkeley Reading and Literature Project. As an impartial monitor, Mr. Ellis is responsible for reviewing efforts within the district to implement a range of strategies related to literacy development. Mr. Ellis presented the [Dyslexia Monitoring Plan Overview](#) at the Board of Education meeting on June 29, 2022. In the 2022-23 school year, Mr. Ellis will present reports twice per year to both the district and the plaintiffs in the case, in November 2022 and May 2023.

BUSD has also 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. She has been working with the District's Implementation Team to review and provide feedback in the district's Literacy Plan, policies and practices to support literacy development, including the use of the MTSS framework to promote system alignment, organize effective practices and programs, and improved outcomes for all students. to appropriately identify students for additional support.

Reports submitted to the Board of Education thus far include:

- [Quarter 1 Report on October 12, 2022](#)
- [Monitoring Report on November 20, 2022](#)
- [Quarter 2 Report on February 1, 2023](#)

Mr. Ellis will be presenting his second monitoring report to the Board in May, 2023.

These reports are posted on the Board meeting agendas found on Gamut. For additional information about Board of Education meetings go to:

<https://www.berkeleyschools.net/schoolboard/board-meeting-information/>

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**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. It is important to note coming into the 2022-23 school year that BUSD has experienced senior level staffing transitions, including the Superintendent and Associate Superintendent since the initial settlement agreement was reached. Additionally, effective July 1, 2022, a brand new position was created for the Director of Equity, Achievement and Belonging.

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, 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 Reports	November 2022 May 2023	Fall 2023 Spring 2024	Fall 2024 Spring 2025	Final Monitoring 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	

A reminder, that 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.

**Four Goals of the Literacy Action Plan**

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.

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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.

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

Thirty-five actions were identified in [Appendix A of the Settlement Agreement](#). This Third Quarter Report outlines the status of each of those actions on the Table 1 below.

In the 2022-23 school year we have worked 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 and the Latinx Resolution.

Summary of action status for Third Quarter\*:

Completed	On-Track	Approaching	Barriers	Not Started
4	19	11	0	1

*\*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.*

**Third Quarter Highlights**

Across BUSD’s initiatives there are four overarching themes that include improving academic support and intervention, strengthening Tier 1 instruction and progress monitoring for Tier 2 and 3 supports, building staff capacity through professional development and improving our data governance structures and routines.

In the Second Quarter Report, we identified the primary focus areas for our work for the remainder of the 2022-23 school year. These included:

- Articulating a BUSD MTSS framework
- Conducting the curriculum review
- Building data review and progress monitoring routines
- Communication

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In the third quarter we have taken action in each of these four areas.

1 - Articulating a BUSD MTSS Framework

A primary focus has been on addressing infrastructure components that will be necessary in order to operationalize a number of the activities in the Literacy Action Plan. To this end, we have been working with Dr. Gibbons to start articulating a BUSD Multi-Tiered Systems of Support (MTSS) framework, including the development of an MTSS process guide. While BUSD has done prior work related to tiered systems of support, the last comprehensive guidelines were the Universal Learning Support System (ULSS) in 2007-2008. Since then there has also been district work in Positive Behavioral Interventions and Supports (PBIS) and Response to Instruction and Intervention (RTI2) but to date we have not revised comprehensive guidelines which will be a critical component for sustaining this work over time.

This quarter we have convened an Expanded Implementation Team to specifically focus on two sections of our emerging BUSD MTSS Process Guide - Assessment and Data-Driven Decision Making. These sections will serve to address many actions in the settlement including actions 7, 8, 9, 10, 11, 17, 18, 19, 20, 31, 32 and 35. We aim to have the first iteration of these sections completed by the end of the fourth quarter and will be used as a guide for IEP, 504, SST and Coordination of Services (CoS) Team training and meetings.

In collaboration with Dr. Gibbons, implementation team members convened to review and discuss DIBELS measures currently administered for screening and process, determinations for streamlining assessment and thresholds for movement across tiers. We used information from those sessions to then meet with Literacy coaches and RTI TSAs to inform decisions on streamlining and target scores for DIBELS for the aforementioned MTSS process guide.

Other related work completed this quarter toward understanding and addressing some of the systems and structures to monitoring student progress and providing support include:

- Initiated observations of Tier II and Tier III intervention for literacy instruction
- Updated 504 guidelines to include goal development for students with reading challenges (dyslexia) and conducted Section 504 PD for TK-8 Principals
- Conducted Progress Monitoring PD Series (6-8 special education teachers): data analysis, goal writing and progress monitoring.

Some challenges areas that we will continue to work on include:

- Need for continued capacity building and collaboration between Literacy coaches, RTI TSAs and SPED team. We are working to maximize existing meeting structures to do this work.
- Build consensus on assessment practices aligned to research and calibrate on process to use multiple measures, including DIBELS and STAR scores, to assess student progress and determine how to identify appropriate support. This is a component of the work we are doing on the emerging BUSD MTSS Process Guide.

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- Addressing scheduling logistics to ensure adequate time to deliver Tier 2 and 3 supports. This too is a component of the work we are doing on the emerging BUSD MTSS Process Guide.

2 - Conducting the curriculum review

Action 15 in the Literacy Action Plan calls for BUSD, in conjunction with school site principals, teachers, school personnel and bargaining units, to conduct a review and assessment of its core reading program with a settlement due date of Years 1-3 and a target due date of April 2023. In conjunction with our labor partners, we have identified a review team consisting of school site principals, classroom teachers, Literacy coaches, RTI and ELD TSAs and special education staff.

We engaged in conversations with both Mr. Ellis and Dr. Gibbons to look at existing curriculum review materials and rubrics, recognizing that available tools had both strengths and gap areas. At the same time, Dr. Gibbons and her colleagues at the Center for Applied Research and Educational Improvement at the University of Minnesota were in the process of piloting an English Language Arts (ELA) materials review toolkit that was finalized for release in February 2023.

This quarter we worked in collaboration with Dr. Gibbons to review a number of research articles on the science of reading and curriculum reviews related to TCRWP - Units of Study in preparation for the review. Staff also met with Dr. Gibbons to understand the components of the ELA materials review toolkit and prepare for engaging BUSD's curriculum review team to consider evidence-based practices and evaluate curriculum for specific indicators aligned with the science of reading.

Some challenges areas that we will continue to work on include:

- Completing complex work with time and capacity constraints. BUSD is committed to completing the curriculum review but is acknowledging in this report that this will not be completed by the target due date of April 2023; the settlement due date is Year 1-3. We are scheduled to convene the review time for three full days in April and May of 2023.
- Addressing curriculum supports for the upper grades. Because of the focus on early elementary curriculum, we have not yet had the capacity to fully turn our attention to identifying supports for the Tier 1 curriculum for grades 4-8 (action 14). We have worked with middle school ELA teachers to review which materials and units are currently being used to inform a common scope and sequence. We are planning PD next year that will include tools to support middle grades struggling readers and will inform our MTSS process guide. The curriculum review will encompass curricular materials through grade 5.

3 - Building data review and progress monitoring routines

The launch of eduCLIMBER has been a significant accomplishment for this year and will require attention to ensure that we are building collective capacity to ensure data quality and build

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routines for regular use. This dashboard launched in January 2023 and will provide real time access to student level data which will greatly improve our ability to track and monitor student progress over time.

This quarter, the BREA team conducted on-site training with school based teams and trained K-5 RTI TSAs to use the eduCLIMBER intervention modules and build intervention groups in the system which will allow them to track performance data for these students.

We have also worked to strengthen routines in progress monitoring. This has included training for Literacy coaches, RTI TSAs and special education staff to use DIBELS for progress monitoring. Dr. Gibbons facilitated a number of these sessions including:

- 1/17/23 and 2/7/23 - Literacy coaches, RTI & SPED staff / Progress Monitoring with DIBELS and Amplify- led by Rose James
- 3/21/23 - RTI leads and Literacy coaches / Assessment and Data-based decision making.
- 3/28/23 - Expanded Implementation Team / Assessment components of MTSS

Some challenges areas that we will continue to work on include:

- Ensuring that all sites are using eduCLIMBER to effectively review data. This is an area of focus for the BREA team. In addition to hosting weekly office hours, each member of BREA is supporting 3-4 school sites, meeting with principals and other school site staff. This has included whole staff training at several school sites, with a goal to cover the remaining schools in April and June. Training will continue into the next school year.
- Data upload challenges and ensuring timelines are met for assessment completion. While we have had to extend the two previous assessment windows, we are holding to the schedule for the third assessment window. We are working with principals to review completion reports regularly to ensure DIBELS and STAR testing is completed on time. In May, 2023 we will review the 23-24 assessment calendar with principals to confirm each testing window to ensure all students will be assessed in a timely manner.

#### 4 - Communication

In this third quarter, we have shared DIBELS and STAR data for Window 1 and Window 2 as part of the [LCAP Update and Mid-year Progress Report](#) presented at the February 1, 2023 Regular Board Meeting. Appendix A in this report includes additional DIBELS and STAR data reports for Window 1 and Window 2 by grade level.

Individual DIBELS and STAR parent reports were sent home with student report cards in February. We appreciated the opportunity to collaborate with Reading for Berkeley partners to share information about [how to access student test scores](#).

Per Mr. Ellis' recommendation in the November monitoring report, we had the opportunity to engage with district colleagues in Oakland and Palo Alto to learn about the evolution of their literacy work and to understand lessons they have learned to support site and system capacity

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in meeting literacy goals. Further, we have made observations of the CORE Reading training, spending time in those sessions with colleagues in Vallejo Unified. We are using insights gained from these sessions to inform our own professional development planning for next year.

We are in progress with our communications team to develop and launch a BUSD Literacy Action Plan website page to include artifacts and updates on the Literacy Action Plan work and anticipate this to be made publicly available before the end of May, 2023.

*Next Steps*

In the final quarter of the school year we will focus on completing the curriculum review and two specific components of an emerging BUSD MTSS process guide. Dr. Gibbons will be facilitating in-person curriculum review sessions with the review team in April and May, 2023 using the ELA materials toolkit. See Appendix B - English Language Arts (ELA) Review Toolkit sample for Kindergarten Phonemic Awareness

We will continue to build capacity to maximize the use of eduCLIMBER and strengthen data routines particularly with the use of DIBELS and STAR data and use of DIBELS as a progress monitoring tool. The third and final assessment window for DIBELS and STAR will close on April 28, 2023. We will work with principals and site teams to review this final round of data to assess progress and use information to inform SPSA goals and identify ways that eduCLIMBER can be used to make decisions about student placement in interventions for the Fall.

Other data collections for this next three months include:

- Completion of the second administration of the MTSS survey (May, 2023)
- Review current school schedules to inform sample schedules for 2023-24 with input from RTI2, ELD TSAs, and other service providers
- Complete additional observations of Tier II and Tier III Intervention Literacy Instruction

We have scheduled a five-day in-person Orton-Gillingham training for Literacy coaches and RTI2 TSA (May, 2023) and are working to confirm funding to support PK-8 literacy training for the 2023-22 school year.

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*Table 1 - As of March 31, 2023*

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 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	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

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Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
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
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
9. BUSD will provide K-5 general education teachers, Grades 6-8 Reading and Language Arts teachers, and K-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. ((OVERLAPS with item above	Per Targeted PD	9/22	Prior to Report Cards and Conferences on 10/24	OT
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 reading achievement gap, and monitor progress and report progress to parents/guardians to ensure growth and development.	Per Targeted PDP	9/1/2022,	6/30/2025	A
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	Per Targeted PDP	9/22	6/23	A

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Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
monitoring, and for reports to parents/guardians.				
12. As set forth in the Targeted PDP, BUSD will provide K-5 general education teachers and 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	Ongoing	6/24	A
13. BUSD will begin implementation of the Targeted PDP to provide Grades K-5 general education teachers and Grades 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	ongoing	6/24	OT (Elementary)
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	Not started
15. 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.	Years 1 through 3	9/23	April 2024	A

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Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
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	A
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 Outside Consultants, through Y3	7/22	8/30/2022	A
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.	Per Targeted Professional Development Plan	9/1/2022, see note	6/30/2025	OT
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
20. BUSD will consult with the Outside Consultants with regard to development and	Year 1-3	8/2022	8/15/2022	A

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Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
implementation of progress monitoring guidelines for Tier 2 and Tier 3 students.				
21. BUSD will implement the Wilson Reading System.	Year 1	9/2022	June 2023	OT
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
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
24. The BUSD Implementation Team will provide the Monitor with implementation reports.	Quarterly basis in Years 1 through 3	ongoing		OT
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
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

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Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
27. BUSD will develop and implement a monitoring component to the Literacy Improvement Program.	Year 1		June 2025	OT
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
29. The BUSD Implementation Team will provide the Literacy Improvement Program to the Monitor, Outside Consultants, and Plaintiffs' Counsel.	Years 1-3	Ongoing		OT
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
31. BUSD will develop corollary Section 504 goal development and progress monitoring standards.	Year 1	January 2023	January 2023	OT
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?		OT
33. Implement policies, procedures, and practices to ensure that all students with IEP reading goals will have their progress monitored	Year 2	8/23		OT

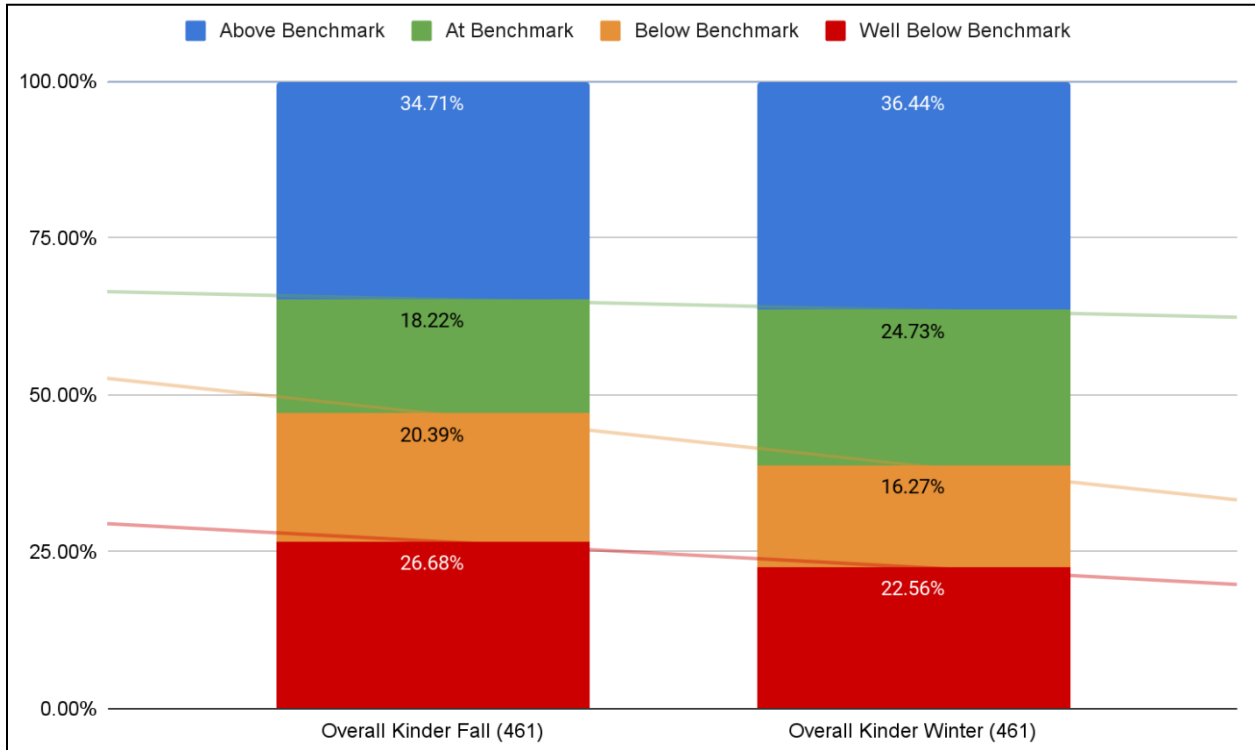
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Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
appropriately according to the student's stated IEP goals.				
34. BUSD will implement policies, 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	A
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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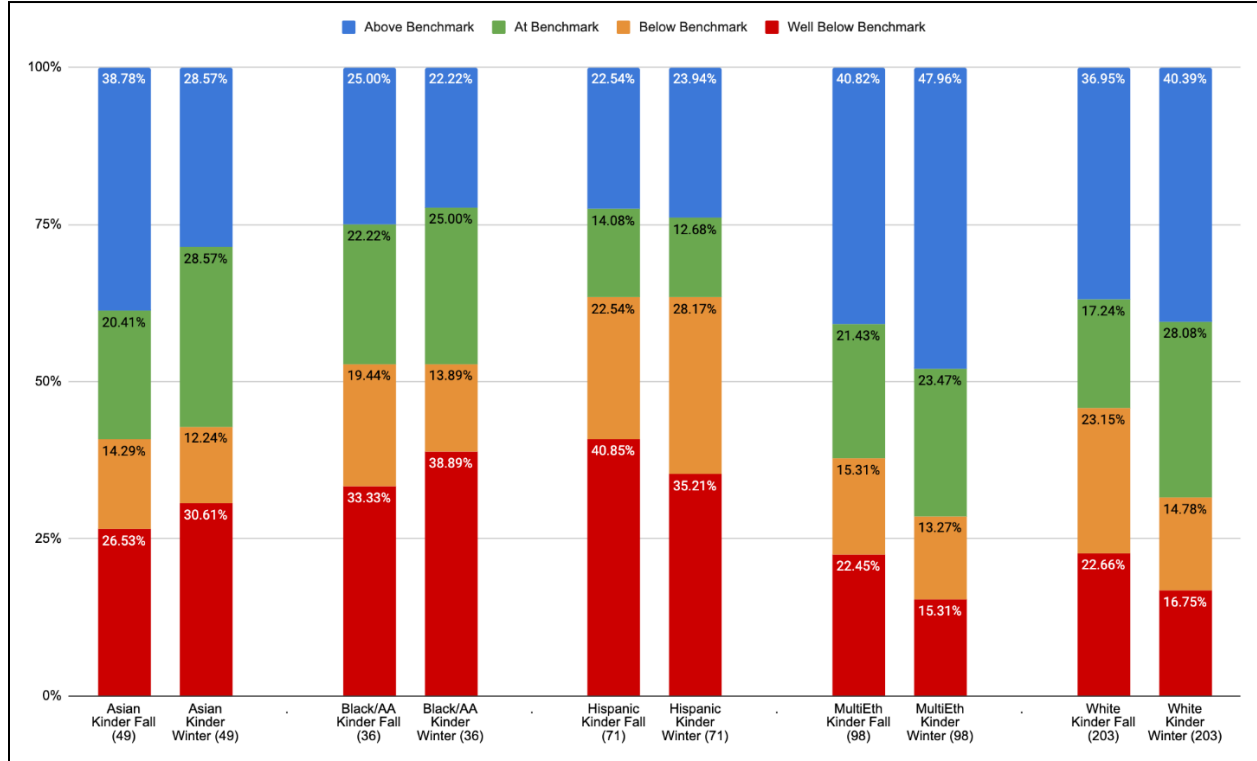
**Appendix A** - DIBELS and STAR Window 1 and Window 2 data by grade  
DIBELS and STAR data for Window 1 and Window 2 for grade span groups (K-2 and 3-5) was shared as part of the [LCAP Update and Mid-year Progress Report](#) presented at the February 1, 2023 Regular Board Meeting.

**Kindergarten Composite Score**

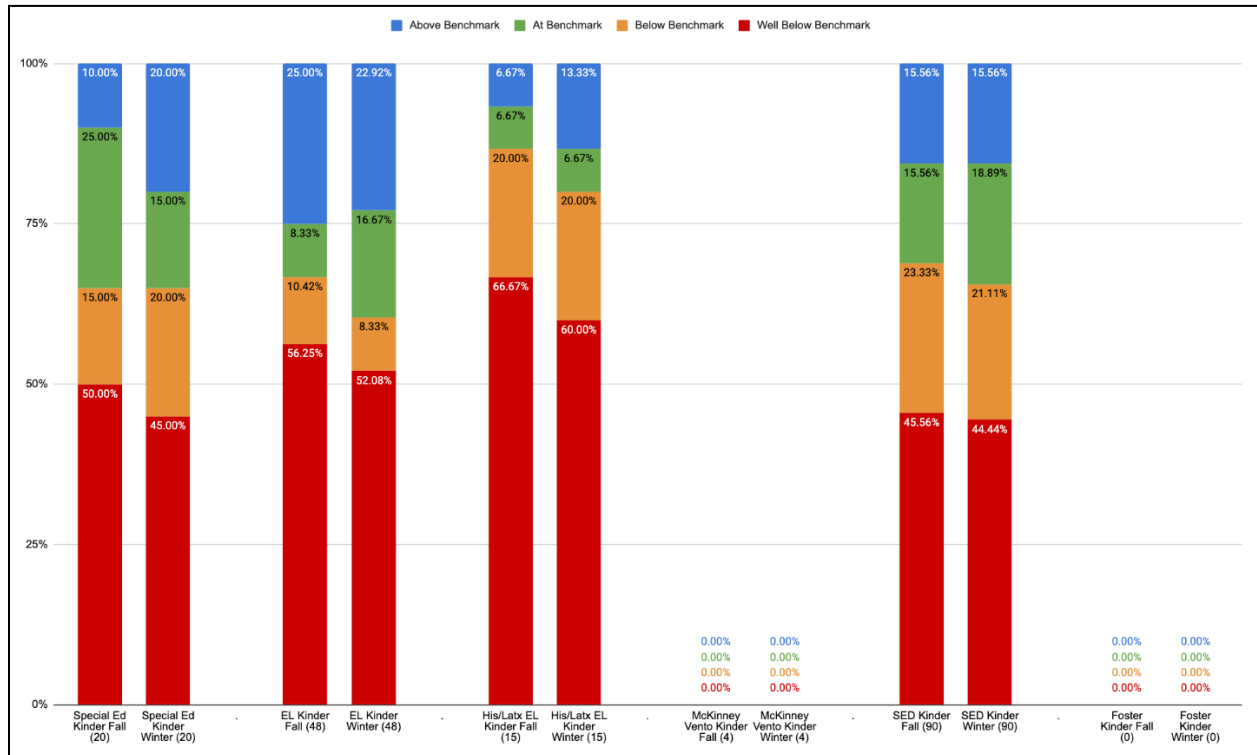


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### Kindergarten DIBELS Scores by Race/Ethnicity

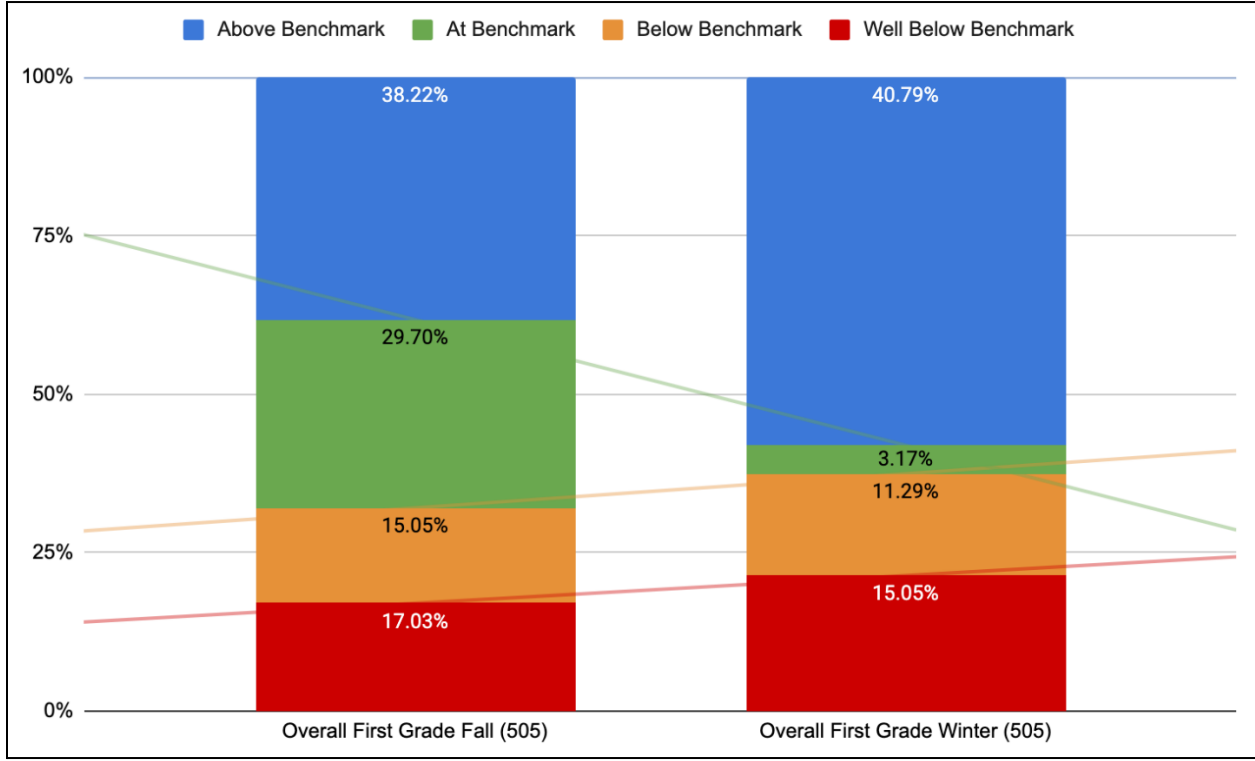


### Kindergarten DIBELS Scores by Program

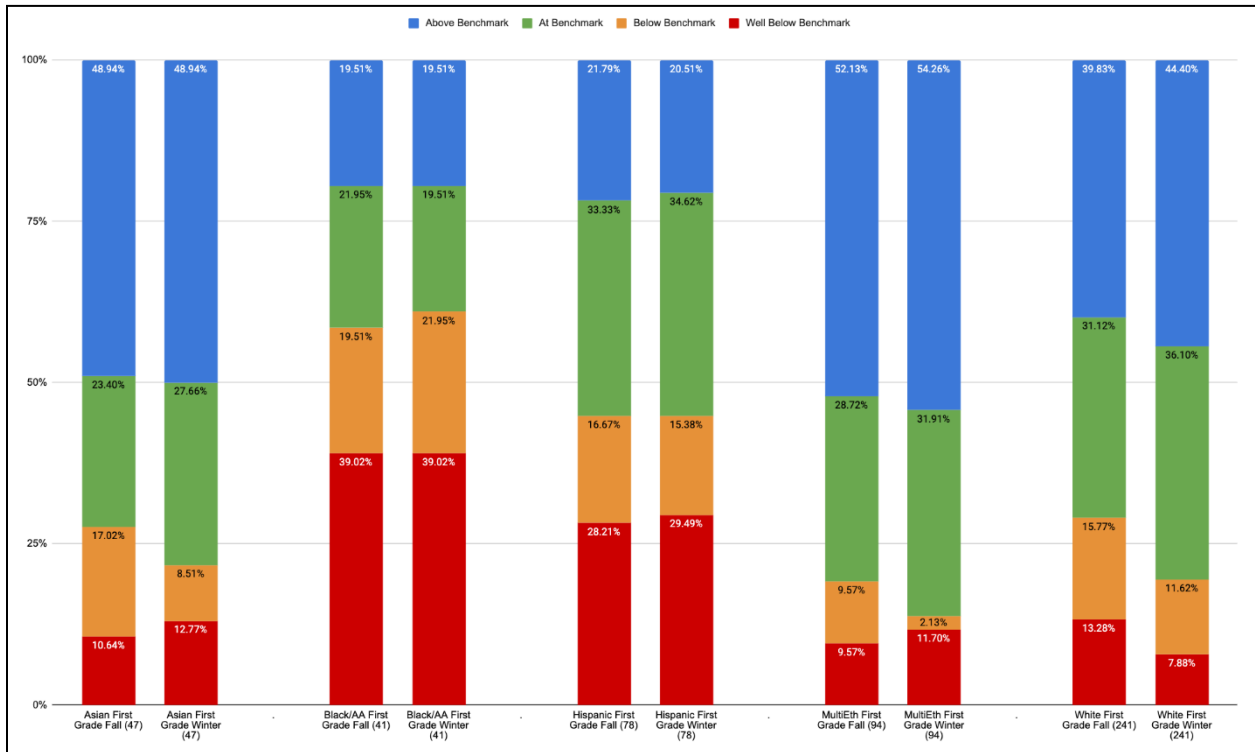


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**Overall 1st Grade Oral Reading Fluency Scores (DIBELS)**

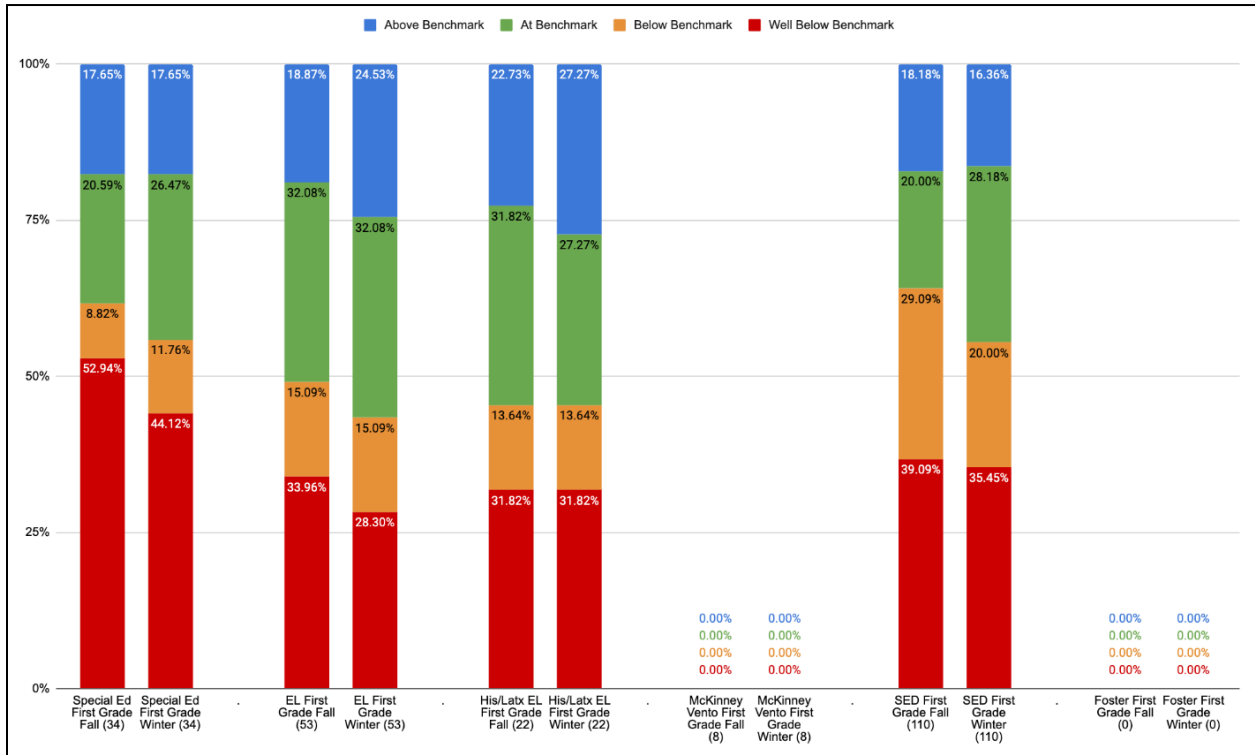


**1st Grade Oral Reading Fluency Scores by Race/Ethnicity (DIBELS)**

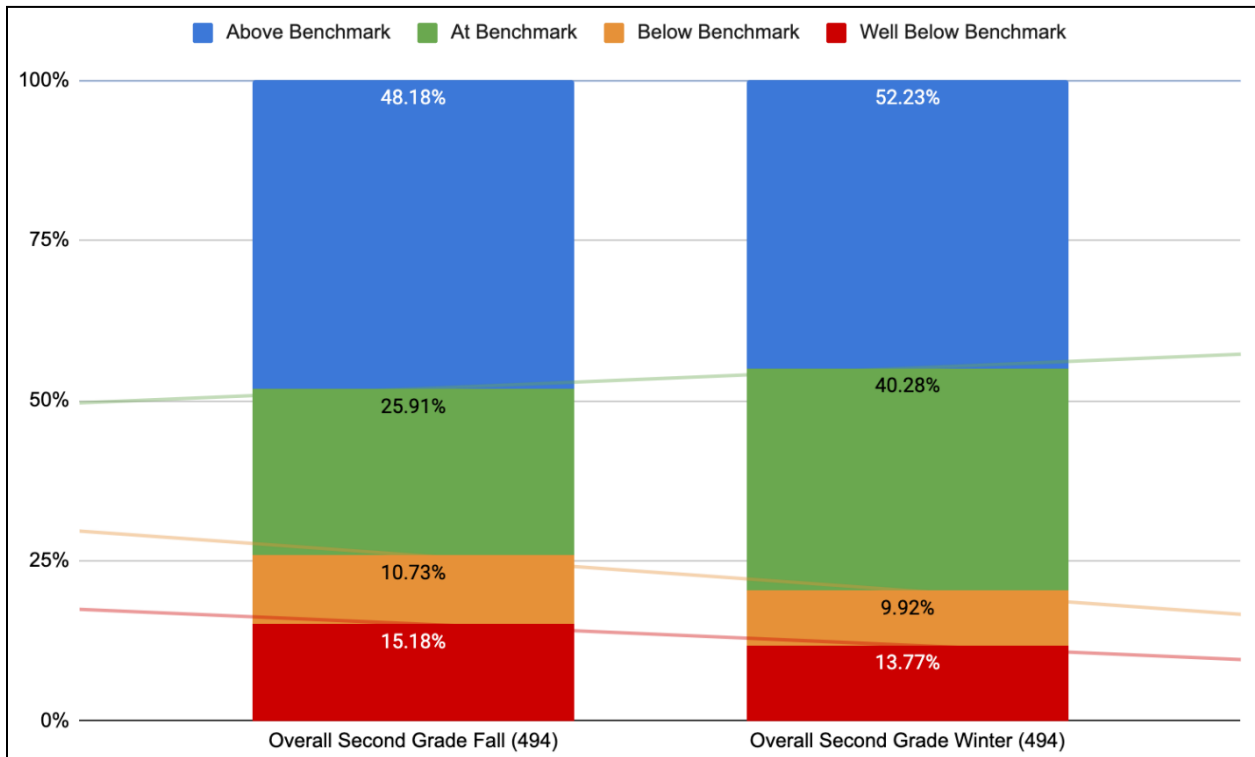


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### 1st Grade Oral Reading Fluency Scores by Program (DIBELS)

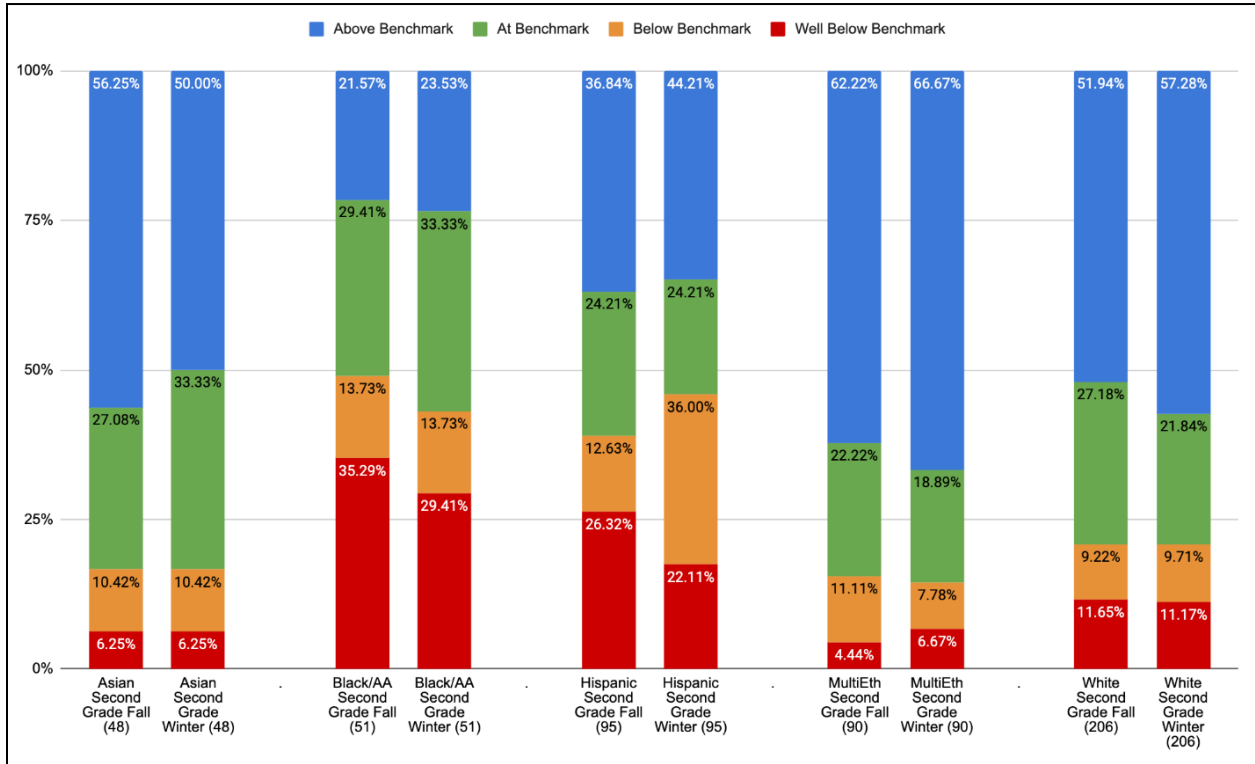


### Overall 2nd Grade Scores for Oral Reading Fluency (DIBELS)

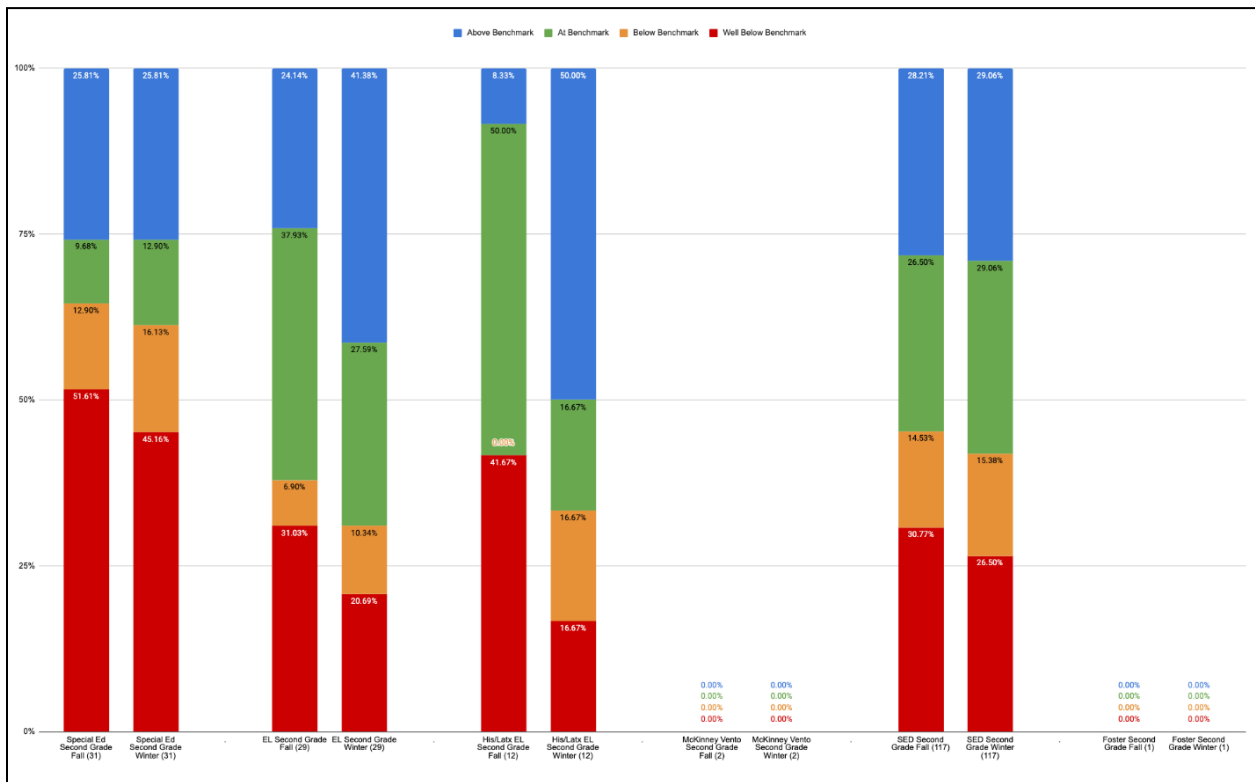


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### 2nd Grade Oral Reading Fluency Scores by Race/Ethnicity (DIBELS)

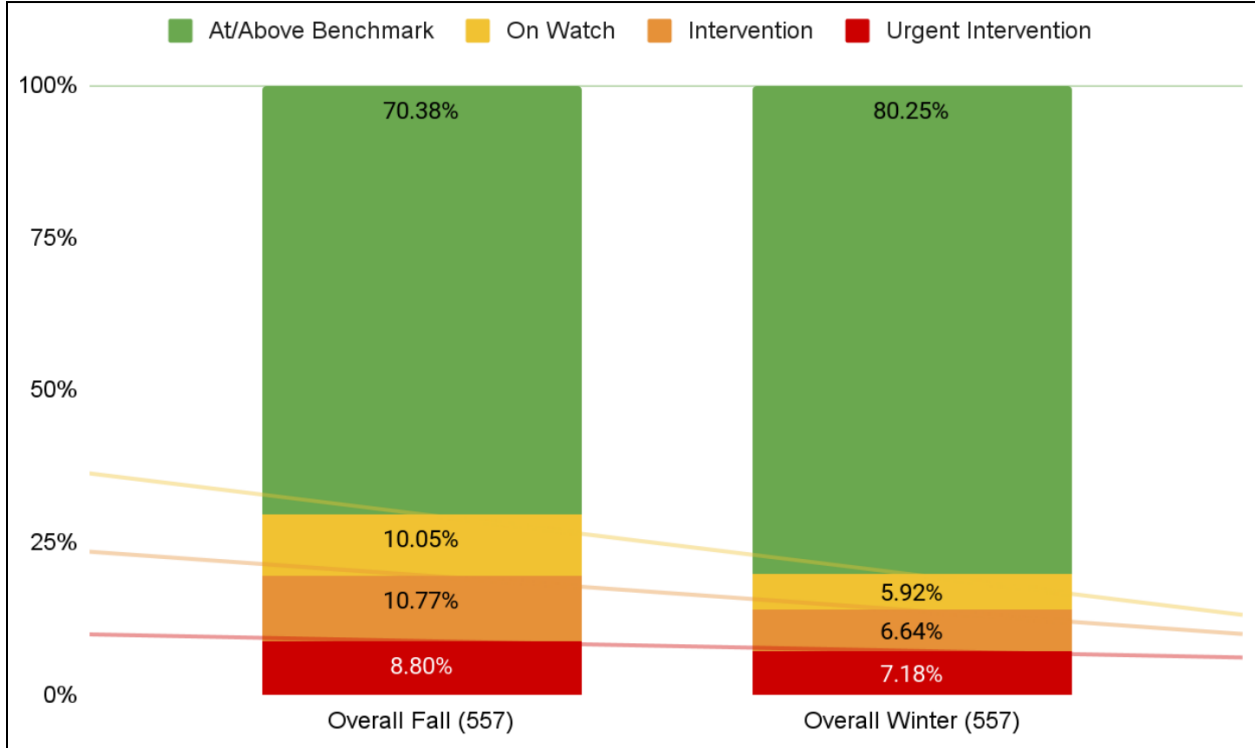


### 2nd Grade Oral Reading Fluency Scores by Program (DIBELS)

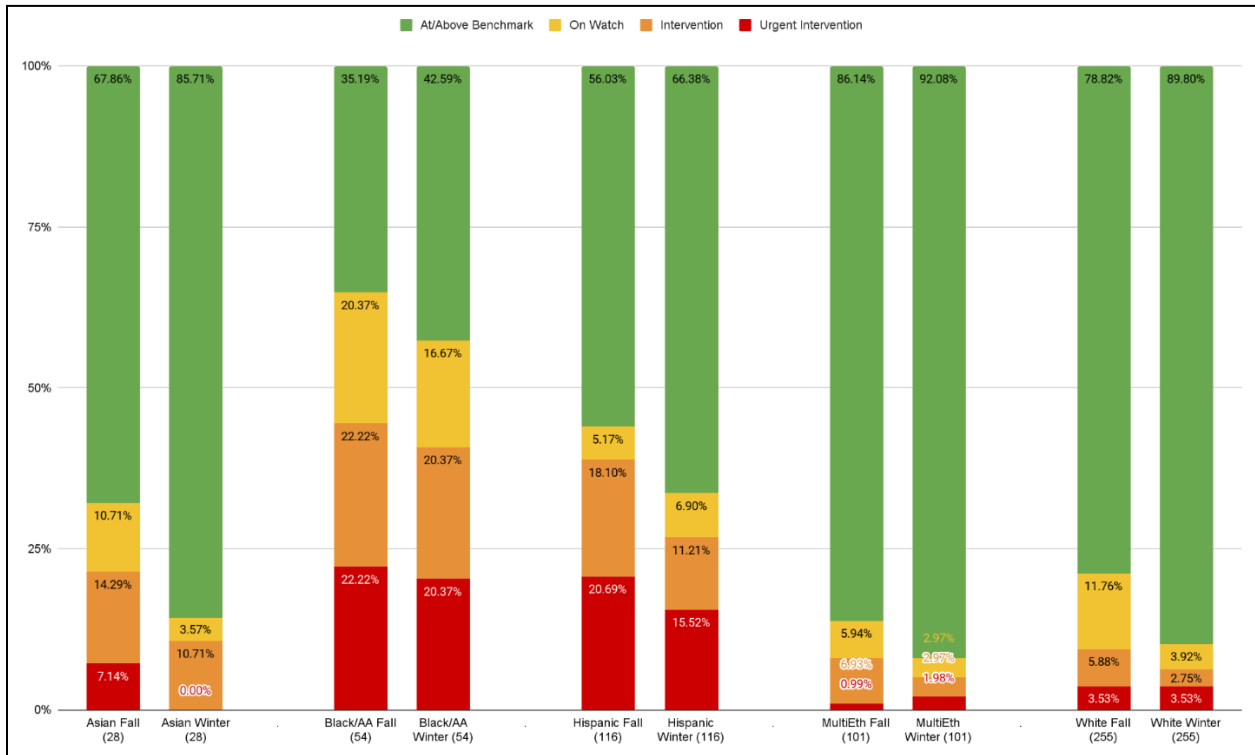


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**3rd Grade Overall STAR Scores**

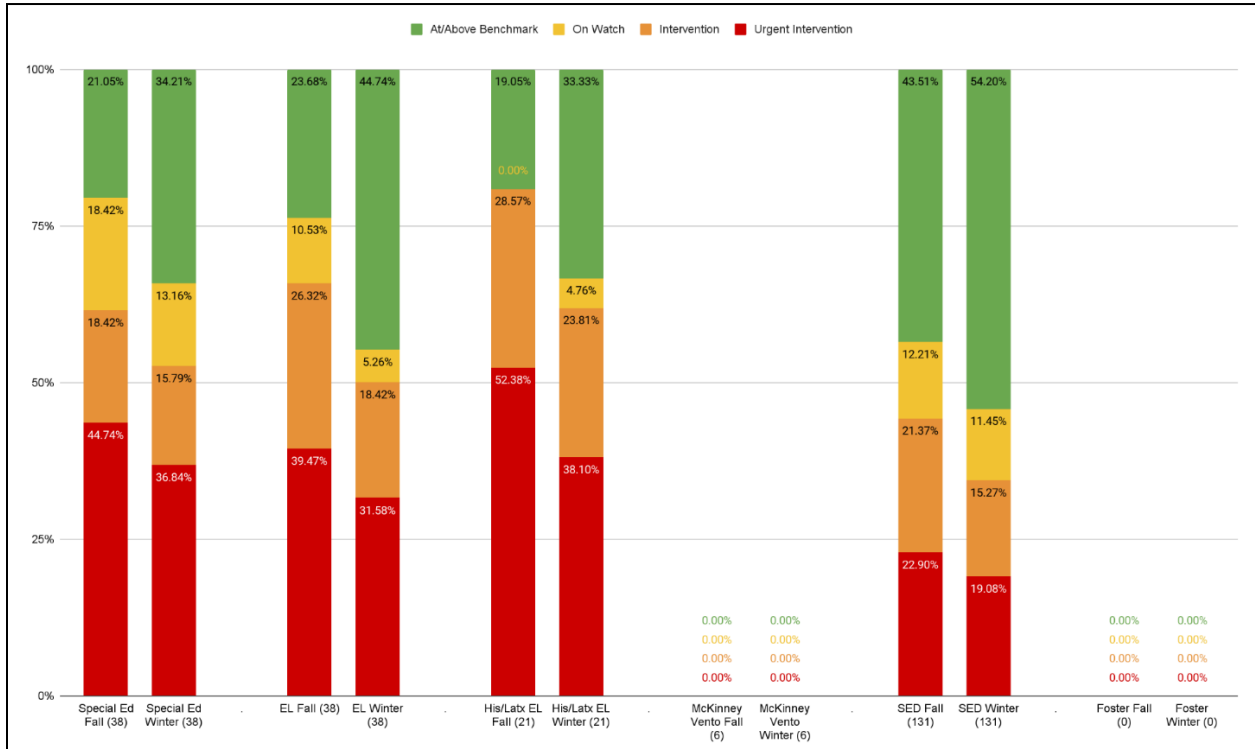


**3rd Grade STAR Scores by Race/Ethnicity**

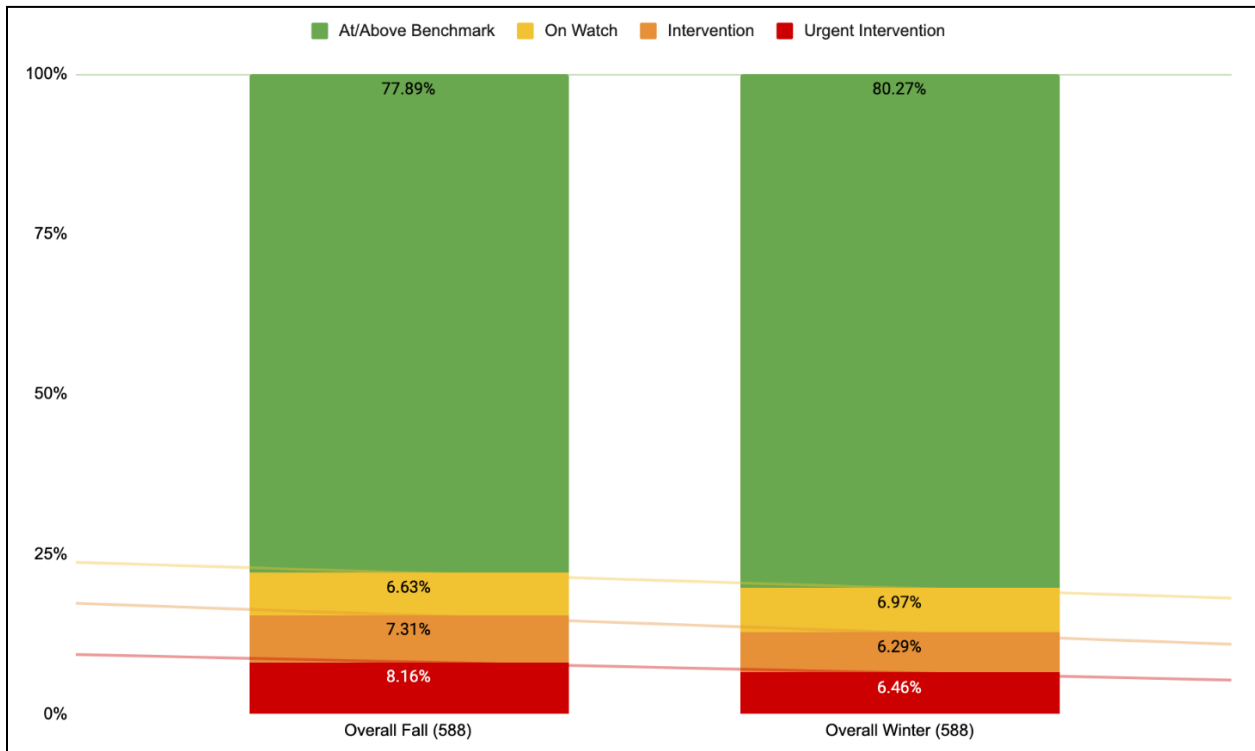


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### 3rd Grade STAR Scores by Program

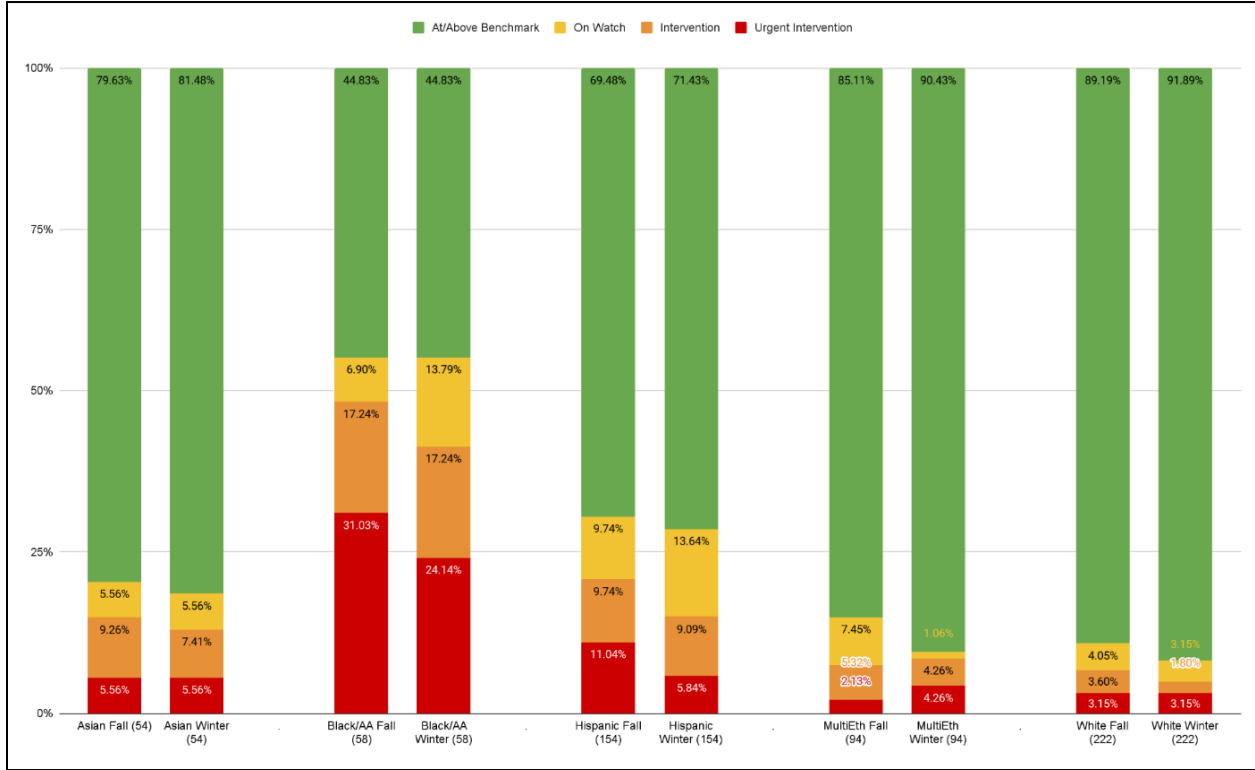


### 4th Grade Overall STAR Scores

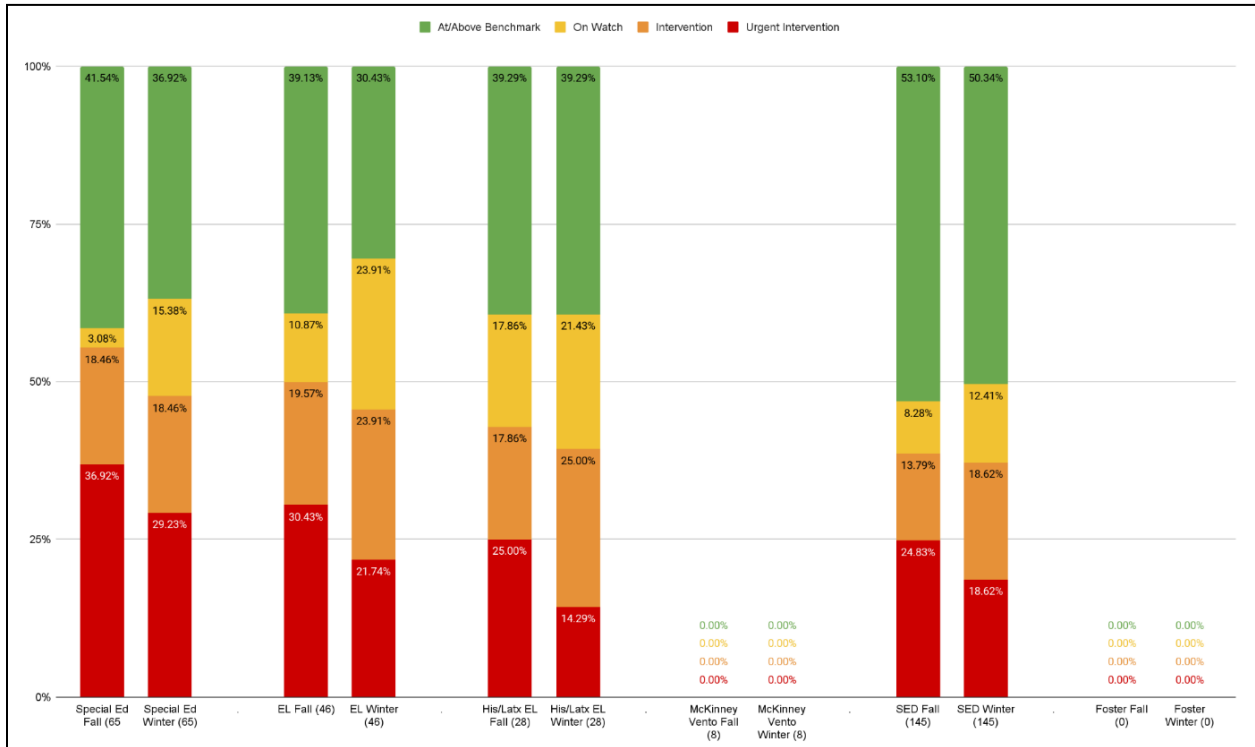


# Berkeley Unified School District Literacy Action Plan 2022-2023, Third Quarter Report March 2023

## 4th Grade STAR Scores by Race/Ethnicity

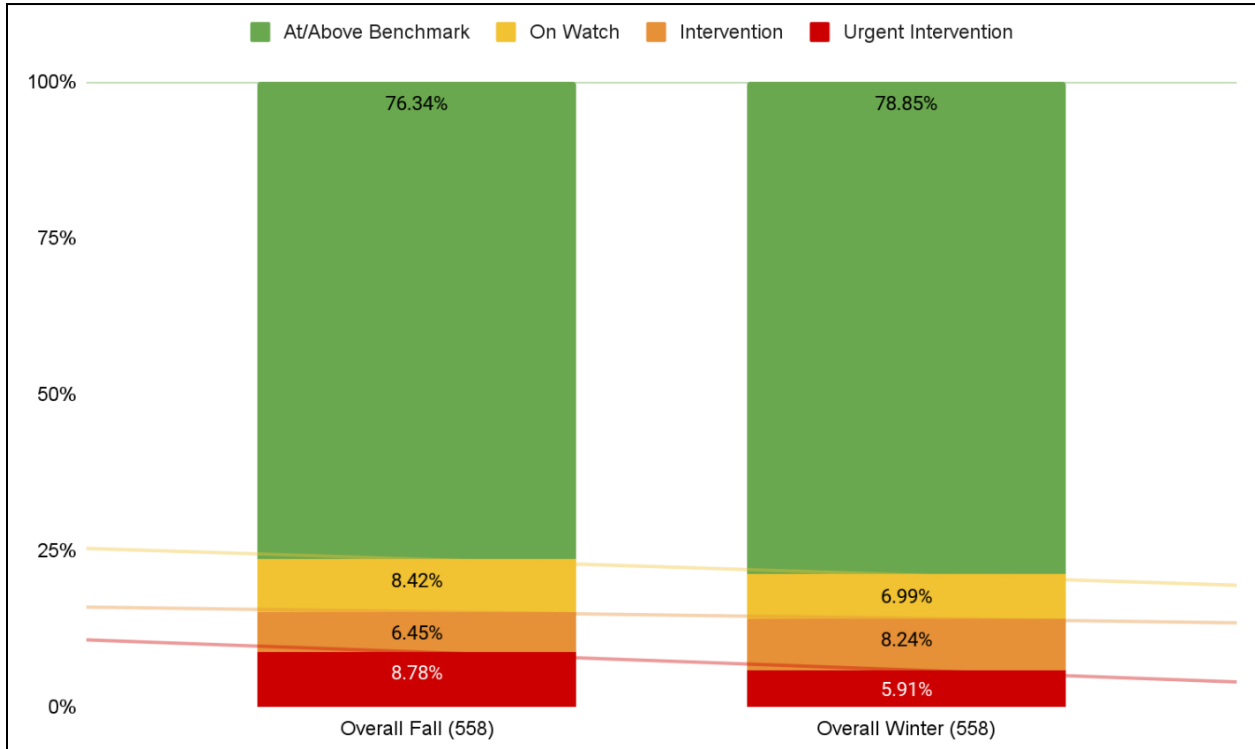


## 4th Grade STAR Scores by Program

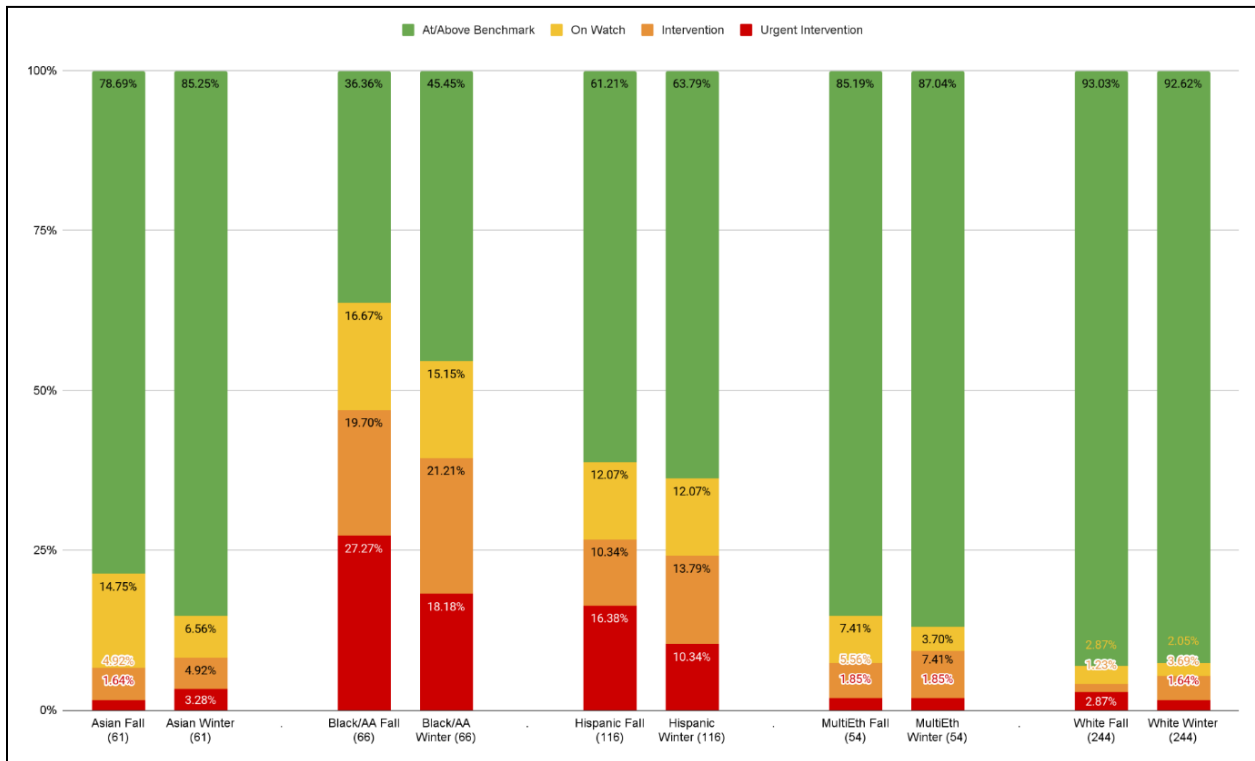


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**5th Grade Overall STAR Scores**

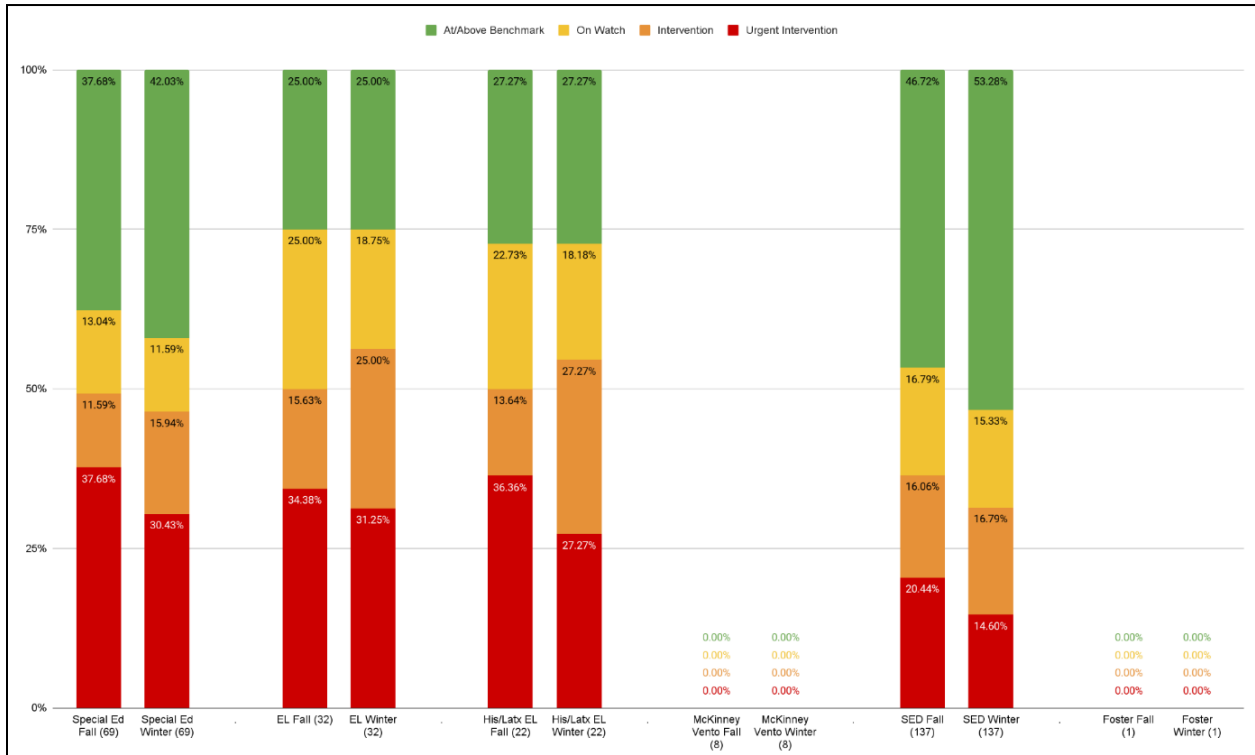


**5th Grade STAR Scores by Race/Ethnicity**



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## 5th Grade STAR Scores by Program



**Berkeley Unified School District Literacy Action Plan  
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**Appendix B** - Sample section of the English Language Arts (ELA) Review Toolkit for Kindergarten Phonemic Awareness

Step 2: Review Sample Curriculum	
Phonemic Awareness	Examples
<i>EdReports General Indicator 1.3.10: Materials, questions, and tasks directly teach foundational skills to build instruction in the alphabetic principle, letter-sound relations, phonemic awareness, phonological awareness, and progression with opportunities for application both in and out of context.</i>	
The scope and sequence of phonemic awareness generally progresses from simple to complex	<ol style="list-style-type: none"> <li>1. isolating (initial, final, medial)</li> <li>2. segmenting and blending</li> <li>3. manipulating (initial, final, medial)</li> </ol>
<i>EdReports Foundational Skills Indicator 1.2.1C: Materials have frequent opportunities for students to engage in phonemic awareness activities in kindergarten and early Grade 1.</i>	
Instruction routinely addresses segmenting and blending two and three phoneme words	
Instruction explicitly addresses the way sounds are made in the mouth (articulation)	air flow, tongue and lip placement, vocal cord voicing
Students analyze spoken words at the phoneme level	/ch/ /a/ /t/
Scaffolds and supports are integrated to make sounds in words concrete	Elkonin boxes, manipulatives, movement/gestures
Instruction is aligned to skills concurrently taught in phonics	If teaching short /ë/ in phonics, instruction includes discriminating between short /ë/ and short /i/ in phonemic awareness
<i>EdReports Foundational Skills Indicator 1.2.1D: Materials provide explicit instruction in phonological awareness</i>	
<i>EdReports Foundational Skills Indicator 1.2.1E: Materials provide practice of each newly taught sound (phoneme)</i>	
Materials and instruction follows the gradual release of responsibility: I do, we do, you do and provide ample opportunities for students to practice skills taught and to receive immediate corrective and affirming feedback	Do Not Meet
Phonemic Awareness Red Flags	
Phonological sensitivity instruction and practice extends beyond the first several months of instruction or supplants instruction focused on phonemic awareness.	word counting, rhyming, syllables, onset-rime
There is an overemphasis of isolated (oral only) phonemic awareness activities disconnected from grapheme correspondences.	
Instruction contains 4 and 5 phonemes words	/t/ /r/ /u/ /ck/